# Exhibit 40

# THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

# Encouraging Student Success at Carolina:

# The Undergraduate Retention Study

A Report Presented to

The Enrollment Policy Advisory Committee

By

The Retention Task Force

2010-2011

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# Introduction

*Origins of the 2004 Study*

Institutional performance measures identify retention and graduation rates as key performance indicators. The 2004 study, *Promoting Success for Carolina's Undergraduates: Factors Related to Retention and Graduation,* was a university-wide study of UNC-Chapel Hill's undergraduate retention policies, services, and procedures (Retention Study Group, 2004). The study was initiated by the Enrollment Policy Advisory Committee (EPAC) as part of ongoing institutional efforts to improve the undergraduate experience. It focused on three major research questions: what factors impact retention and graduation for undergraduate students at UNC-Chapel Hill?; how do institutional policies and services impact persistence and graduation?; and, what do these results suggest in terms of steps that might be taken to better support students in persisting and graduating from UNC-Chapel Hill? The study's methodology included the analysis of characteristics and enrollment patterns of the 1997 and 1998 freshmen cohorts (n=6,841). Variables examined included academic preparation, engagement, demographic characteristics, socio-economic status, and achievement at UNC-Chapel Hill. Additionally, non-returning students were surveyed, academic appeal letters were analyzed, and the academic eligibility policies and practices of peer institutions were examined. The study yielded seven recommendations for actions that might be taken to improve student retention and graduation rates at Carolina.

*The Current Study*

Since 2004, significant advancements have been made to support undergraduate retention and graduation. UNC General Administration's 2011-12 targets for UNC-Chapel Hill (75% four-year and 87% six-year graduation rates) have been met more than a year ahead of schedule. This report identifies this and similar successes as well as highlights areas requiring further growth and attention. The report revisits the recommendations from the 2004 study including the implementation of recommendations. It also provides a snapshot of the current state of retention at Carolina. To this end, several of the key statistics utilized in the 2004 report are repeated with the 2002 and 2003 cohorts. Additionally, current interventions, programs, and services encouraging undergraduate persistence are highlighted. There is also a focus on subpopulations including students on academic probation, first generation college students, students from low-income families, and transfer students. Finally, goals, recommendations, and questions to be considered for the future are discussed.

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## II. 2004 Study Recommendations and Implementations

*Recommendation #1: Expand the current Summer Bridge Program for first-year students and offer other academic enrichment programs and services for continuing students to support their endeavors to achieve academic success.*

*Implementation:*
Both the size of the Summer Bridge program and the curriculum has been expanded. The 2004 Study recommended the expansion of the Summer Bridge Program from 60 students per year to 100 per year. While there were 60 spaces available in 2004, the program did not enroll 60 students. In 2004, 55 students were enrolled. By 2009, enrollment increased to 60 students. A long-term goal of increasing the program to 100 participants is still a high priority. The program curriculum has been expanded to include a Chemistry course. A Transfer Student Summer Bridge program is currently under consideration.

Numerous additional academic enrichment programs and services have been implemented at the University. These include, but are not limited to, expanding opportunities in Undergraduate Research, growth in Study Abroad Programs, an increase in First-Year Seminar offerings, the creation of the PreLaw and PreHealth Professions Advising Office, improvements in the Orientation program, additional advising and academic support for Covenant Scholars, and an increase in peer tutoring and peer advising programs.

*Recommendation #2: Revise the current system of reporting first-year student progress to enhance the value of the feedback to students and allow sufficient time for intervention if needed.*

*Implementation:*
The Retention Coordinator has been working with campus partners to develop an online academic early warning system within ConnectCarolina, the University's new computing platform. This implementation is scheduled for Spring 2011. The goal of the system is to give instructors the opportunity to identify and communicate with students when they show early signs of academic distress. Increasing faculty-students interaction will be an outcome of this new system which will provide specific, constructive feedback to struggling students.

The Academic Advising Program's Eligibility Specialist has continued to contact, before the semester ends, students unlikely to meet eligibility standards at the end of term. Additionally, the Retention Coordinator has started a program of communication with students considered at-risk for meeting eligibility standards. These are students with 2.0-2.3 cumulative grade-point averages. Students are informed of resources as well as special events such as academic workshops and review sessions.

*Recommendation #3: Increase opportunities for small group and supplemental instruction, as well as individual instructional services.*

*Implementation:*
Offering courses with small class sizes and increasing opportunities for individual instructional services has remained a priority since 2004, even in the face of budget cuts derived from a dour economic climate. The implementation of this recommendation has included a series of advancements as well as several setbacks due to financial limitations.

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Advancements in class size were made through 2008 when 44% of lecture course sections had an enrollment of fewer than 20 students and only 11% had an enrollment of 50 or more students. These advancements have been impeded by budget cuts and a decline is anticipated. Still, maintaining course offerings with small class sizes remains a priority. A success in increasing opportunities for small class size has come from the First-Year Seminar Program, which has grown significantly since 2004. The First-Year Seminar classes, averaging fewer than 24 students each, have grown from 121 sections offered in 2006-2007 to 142 offered in 2008-2009. In fall 2009, a pilot program modeled on the First-Year Seminar will offer a small class opportunity for junior transfer students, a population that often struggles to persist at the University.

Supplemental instruction programs have experienced several advancements coupled with budgetary setbacks. Supplemental instruction offered through The Learning Center was temporarily increased in spring 2008 to include Chemistry courses beyond the introductory level, but they have not been able to continue providing these additional offerings. Overall, the size of the supplemental instruction program has been maintained over the last five years. The program consistently serves Biochemistry 107/108, Biology 101, and Physics 100, 104, 105. Program stakeholders find this a success in a time of substantial budget cuts.

Growth has been exhibited in other areas of individualized instruction. In 2007, the Work-Study Tutoring Program was created. This program began with just two tutors and has grown to ten tutors, with each tutor working on average ten to twelve hours per week during the fall and spring semesters. The Peer Tutoring Program, which has been in existence for approximately twenty-five years, has increased over the last few years from approximately 40 to 60 tutors with the number of academic subjects covered increasing from 25 to 40. Additionally, a specialized peer tutoring program in Spanish was established in 2007. This program has grown from 5 tutors with 18 students each in fall 2007 to 21 tutors with 18 students each in fall 2009. Academic Support for Student Athletes has also increased their academic mentoring program from five mentors to fifteen.

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# Percentage of Undergraduate Classes with Fewer Than 20 Students



| ·⊛·Percent | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 42.1% | 41.5% | 39.0% | 40.1% | 51.3% | 53.6% | 50.0% | 46.7% | 43.5% | 44.3% |

*Recommendation 4: Expand cultural and co-curricula programs that promote smaller communities, cultural identity, and a sense of belonging in the greater Carolina community.*

*Implementation:*

In 2006, Diversity and Multicultural Affairs completed a university-wide diversity assessment and adopted a diversity plan. The department also established the Diversity Incentive Fund to provide funding to support new, innovative programs designed to engage the university community in a dialogue concerning diversity issues. A university-wide diversity education team was established to advance diversity assessment initiatives. This team of certified diversity consultants includes more than sixty faculty, staff, and graduate students who develop programs to help assess the diversity climate in schools and departments.

Presently, the University reports on diversity progress in all academic and administrative units through annual reports on progress made with achieving goals identified for the academic year. These reports provide the senior leadership with policy tools to help gage the University's progress towards achieving our vision for a diverse and inclusive community. Annual reports can be found at http://www.unc.edu/diversity/diversityplan/index.html

In the spring of 2009, a Chancellor appointed Task Force on Emerging Communities completed a year-long assessment of the impact of changing demographics on the University's ability to provide a truly multicultural and diverse community. Two recommendations are being implemented from that report: 1) creation of a space on the campus that will be identified as a hub of activity focused on the Latina/o community and issues; 2) Creation of an Advisory Board on Diversity and Multicultural Affairs to increase the visibility of diversity and multicultural issues on the campus community.

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New leadership programs for multicultural, first generation, and other underrepresented students have been implemented to enhance graduate and professional student education attainment and enhanced career options. For example, a new program called the Council on Legal Education Opportunity was implemented to increase underrepresented student presence in the legal profession.

There has been a renewed focus in Housing and Residential Education on their Living Learning Communities. Living Learning Communities provide students with a housing opportunity that encourages smaller communities, campus engagement, peer networks, and learning beyond the classroom. In 2008, Housing and Residential Education hired a Coordinator for Learning and Leadership to oversee the Living Learning Communities program. Overall, the number and quality of the communities has increased. A new community designed in collaboration with the Office of Undergraduate Education and focused on enriching the sophomore experience while promoting sophomore to junior year retention will begin in fall 2010.

Several new student organizations have been formed to promote smaller communities and a sense of belonging for student populations that tend to struggle to persist. These organizations include the Tar Heel Transfers, a student group for transfer students; the First Generation College Student Council, a social and networking organization for first generation students; the Covenant Gives Back, a service-orientated organization for Covenant Scholars; and the Multicultural Student Council for multicultural student leaders.

Many programs and departments across campus, including the Center for Student Success and Academic Counseling and the Carolina Covenant Scholars Program, have continued to provide activities that engage students in smaller groups while making them feel a part of the larger University community.


*Recommendation 5: Develop an early intervention process for students who encounter academic difficulties, with the goal of encouraging them to: (1) maintain their enrollment at Carolina while regaining academic good standing and (2) take advantage of support services targeted at helping them meet their academic requirements and remove other obstacles to progress towards graduation.*

*Implementation:*
A program of academic probation and intervention was created for students failing to meet new eligibility standards. All students on academic probation are required to complete a four-step intervention addressing academic, personal, financial and social issues that may be contributing to the student's performance at the University. Academic advisors, deans and staff work with students to develop a plan of action for each student with a goal of returning to good standing within one semester. A highlight of the academic probation and intervention program has been the implementation of the Bounce Bay Retention Program, a joint collaboration between Undergraduate Education and Counseling and Wellness Services aimed at increasing student resiliency and persistence. This program appreciates the relationship between college student mental health and academic success. To encourage faculty and staff to be aware of this importance of this relationship, a monthly brown bag lunch discussion on the crossroads of academics and college student mental health has also been implemented by a joint collaboration between Undergraduate Education and Counseling and Wellness Services.

There has been a successful effort to increase communication and collaboration across departments offering student support services. Additionally, because many students are

reluctant to seek or unfamiliar with student resources, departments offering student support services have collaborated on ways to normalize help seeking behavior and to increase awareness of resources available to undergraduate students.

*Recommendation #6: Appoint a committee to study the current academic eligibility regulations and make recommendations concerning changes that would facilitate student retention and graduation.*

*Implementation:*
New academic eligibility standards were adopted by the Faculty Senate for students entering the University during or after May 2007. The new standards require that students earn a cumulative grade point average of 2.000, the minimum required for graduation, from their first semester at the University and meet minimum earned credit hours. The new requirements to remain in Good Standing at the University include:

A 2.000 cumulative UNC-Chapel Hill grade-point average and the following number of academic semester credit hours passed:

- 9 academic hours to enter a second semester
- 24 academic hours to enter a third semester (30 hours is recommended)
- 36 academic hours to enter a fourth semester
- 51 academic hours to enter a fifth semester (60 hours is recommended)
- 63 academic hours to enter a sixth semester
- 78 academic hours to enter a seventh semester (90 hours is recommended)
- 93 academic hours to enter an eighth semester
- Special permission of the dean to enter a ninth semester

Students who fall short of the standards for Good Standing, but have passed at least nine credit hours of graded coursework (excluding BE or PL credits) in the preceding semester and who were not already on probation, are granted one semester of academic probation with the objective of meeting those standards.

The course drop deadline policy was also revised. This deadline was extended from six to eight weeks providing students two additional weeks to obtain feedback from their instructors about their performance in class.

*Recommendation #7: Maintain an on-going program of research on student retention and graduation at Carolina, and evaluate the efficacy of new and existing initiatives targeted at improving completion rates.*

*Implementation:*
Several key faculty, staff, and administrators at the University have stayed apprised of and contributed to the national dialogue on student retention and research. A University-wide committee was established to continuously share retention practices, increase cross-departmental communication, and collaborate on new initiatives to encourage undergraduate success. The committee has also made it a priority to stay apprised of best practices at peer institutions. Assessment of new and existing retention efforts are continuous with results shared with units across campus. University representatives have presented and published on the

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retention successes at Carolina in multiple professional and scholarly venues including the UNC System Retention Conference, the Southern Association of Colleges and Schools (SACS), the Reinvention Center, regional, national and international meetings of the National Academic Advising Association (NACADA), the American College Personnel Association (ACPA), Student Affairs Administrators in Higher Education (NASPA), the National Symposium on Student Retention and the Association of Institutional Research. Continuous cohort studies are underway to assess progress in achieving goals and evaluate the effectiveness of interventions.

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## III.   Methodology of the Current Study

This study used a variety of quantitative and qualitative data sources and analytical methods. Whenever possible, the same sources, variables, and analyses conducted in the 2004 study were used again for the 2010 study in order to view Carolina's progress in over the last five years.

Comparative retention and graduation rates were obtained from reports published by the University of North Carolina System and the Association of American Universities Data Exchange. The latest available peer data for benchmarking six-year graduation rates were for the first-year cohort that enrolled in fall 2003. Those rates are presented as they were originally reported, and have not been adjusted based on additional information.

The majority of the analyses conducted for this study were based on a longitudinal dataset constructed to follow the undergraduate careers of the first-year cohorts who entered Carolina in the fall of 2002 (n=3,457) and 2003 (n=3,511). Enrollment data on the cohort members were collected for six years after the initial date of enrollment. In addition, a separate database was developed to track the progress and graduation outcomes of students who transferred to Carolina as sophomores or juniors.

The data gathered for the longitudinal analyses included demographic variables; admission application information; term-by-term records of enrollment, academic eligibility status, grades, and credit hours attempted and earned; financial aid eligibility and awards; and responses to first-year and senior-year surveys. These data were pulled from a number of separate information systems on campus, compiled, and analyzed by the Office of Institutional Research and Assessment.

The opportunity to view individual student enrollment data across time provided some insights that were not possible with the annual fall snapshots taken for official retention and graduation reports required by the federal government. Due to a variety of circumstances, some students are awarded degrees retroactive to a prior year, and the graduation rates already publicly reported for that year cannot be adjusted. In addition, students accepted to professional degree programs (e.g., PharmD) as juniors or seniors were being counted as dropouts because their undergraduate enrollment did not result in a bachelor's degree. In the analysis of the 1997 and 1998 cohorts, retroactively awarded degrees were considered effective in the year the student actually completed requirements. The 1997 and 1998 cohort members who transferred to the School of Pharmacy and received the PharmD degrees at the end of what would have been their sixth year of college were treated as retained each term and counted as having finished a bachelor's degree within four years. For the 2010 study, this practice was continued for both the 1997/98 cohorts and the 2002/03 cohorts except that PharmD students were coded as having received their bachelor's degrees within five years instead of four. As a result of these adjustments, the graduation rates reported on the cohorts used in the longitudinal analyses may be 2-3 percentage points higher than existing official reports.

Data on subsequent enrollments at other institutions by students who left Carolina without graduating were obtained from the National Student Clearinghouse. With over 90% of all institutions in the United States supplying enrollment data to the Clearinghouse, the reliability of this system for determining if an individual student continued their education at another institution is very high.  In the spring of 2010, the University of North Carolina at Chapel Hill

began participating in the Clearinghouse's DegreeVerify service which provides information about whether a former student received a bachelor's degree from another institution.

In addition to longitudinal analyses, the 2010 study attempted to examine available data on the success of recent retention/graduation improvement initiatives, some of which were created in response to recommendations from the 2004 study findings. For example, student outcomes following the 2007 implementation of new academic eligibility policies were tracked to determine if participation in a semester of academic probation and specific interventions helped students regain their eligibility and remain in good standing in subsequent semesters.  Members of the first cohorts of Carolina Covenant Scholars and C-STEP transfer student programs (initiated in 2004 and 2007, respectively) have also been followed and their graduation rates compared with non-participants.

To supplement the analysis of statistical data from central university sources, qualitative data were gathered through telephone interviews and web-based surveys of first-year students who had left Carolina in the past two years without graduating.  Interviews were also conducted with transfer students from different types of institutions to better understand their experiences adjusting to life at Carolina.

## IV. Limitations of the Study

Retention and graduation studies are limited to a specific period of observation that might not capture the complete academic life cycle of a cohort. In this case, the availability of reliable data constrained us to retrospectively viewing the progress of the 2002 and 2003 cohorts for six years following entry to Carolina. Some of the students who did not graduate within six years continue to pursue their degrees here and at other institutions, and others might return from prolonged "stop-outs" to resume their studies many years later.

The research literature in this area demonstrates that even the best-designed studies are able to account for only a limited proportion of the variance in student retention and graduation outcomes, typically less than 30%. Most of the unexplained variance is due to difficulties in measuring factors such as the type and quality of student experiences at the institution and the degree to which students' personal issues influence academic decisions. Because this is a retrospective study, much of what we know about the experiences of these students is limited to making inferences from existing student records, surveys, and interviews. In particular, data reflecting engagement in out-of-class academic activities as well as co-curricular and social activities on campus were not available for all members of the cohort group.

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## V. Findings

### A. Retention and Graduation Rate Comparisons

*Comparisons to Other UNC System Institutions*

Within the University of North Carolina System, Carolina's first-year student retention rates (percentage of original cohort enrolled each fall after initial entry) continue to be significantly higher than the rates for the other system schools combined. Figure 1 displays the 1998 and 2003 retention rates for Carolina and the other system schools at the beginning of the second, third, and fourth years. As in 1998, Carolina's 2003 retention rates continue to be nearly 15-16 percentage points higher than the rest of the system schools in year two and with the gap increasing to nearly 24 percentage points by year four.

The difference between Carolina's graduation rates and those of other UNC institutions is even greater. As shown in Figure 2, Carolina's graduation rates increased more between 1998 and 2003 than did other UNC institutions. The gap in graduation rates remains approximately 40 percentage points higher after four years, and 30 percentage points higher after six years.

Figure 1



Retention Rates
UNC-Chapel Hill vs. Other UNC System Institutions

Figure 2



Graduation Rates
UNC-Chapel Hill vs. Other UNC System Institutions

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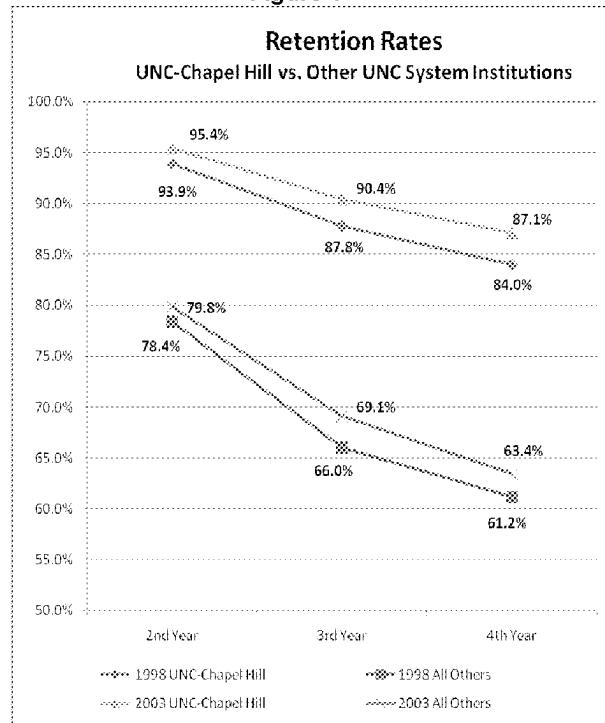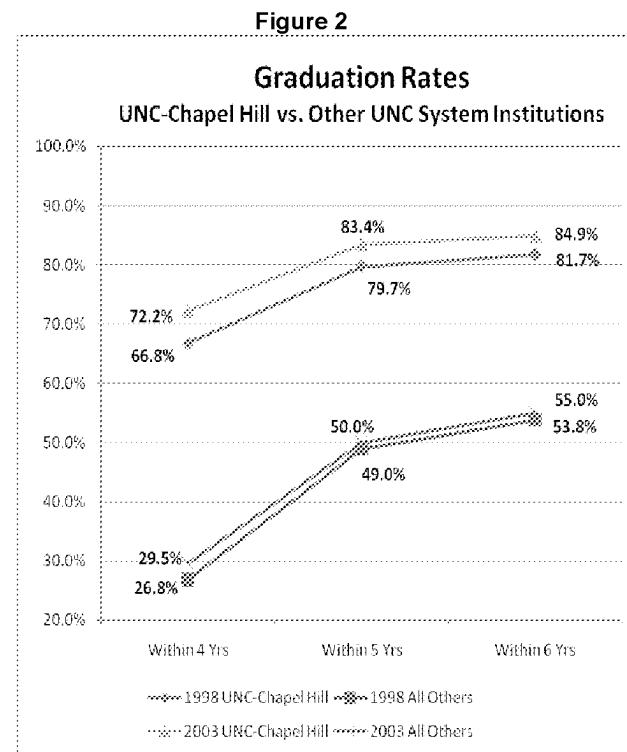
*Comparisons to Other Research Institutions*

Among other research institutions in the Association of American Universities (AAU), Carolina's six-year graduation rate has placed in the top quartile of public and the second quartile of public and private institutions. Carolina's retention and graduation rates are also tracked and compared to those of the 10 public institutions on its official list of peers chosen by the UNC System. The table below indicates that there is little variance among these institutions in the percentage of students returning for their second year of college. Carolina's most recently reported retention rate for the entering class of 2008 was about 96% in a peer group with rates that ranged from 92% to 97%. In contrast, graduation rates differ considerably across the peer group. Carolina's four-year rate of 72% is the third highest in a group that ranged from 57% to 84%, and slightly above the group mean for five and six year rates.

Compared to the four public institutions the University uses most often for benchmarking – Virginia, Berkeley, UCLA, and Michigan -- Carolina's four-year graduation rate is in the middle of its peer group. However, as shown in the figure below, graduation rates for Michigan, Berkeley, and UCLA increase sharply from year four to year five, and by year six, Carolina's rates are about 4 percentage points below the next highest and 8 percentage points behind top-ranked Virginia. Put simply, Carolina students are just as likely or more likely to graduate in four years as their counterparts at peer institutions, but relatively less likely to complete their degrees after that point. For example, another 24% of Berkeley's 2003 original cohort graduate after the four-year mark, compared to only 12% of Carolina's entering class.

| **Comparative Retention and Six Year Graduation Rates** <br> **2003 First-Year Cohort** | | | | | | |
|---|---|---|---|---|---|---|
| | Retention to: | | | Graduation Within: | | |
| | Year 2 | Year 3 | Year 4 | 4 Years | 5 Years | 6 Years |
| Virginia | 97.2 | 91.1% | 90.1% | 84.2 | 91.7 | 92.8 |
| UCLA | 96.5 | 92.0% | 90.0% | 67.2 | 87.8 | 89.0 |
| Berkeley | 96.6 | 93.6% | 89.4% | 66.3 | 87.5 | 90.2 |
| Michigan | 96.1 | 89.1% | 87.7% | 72.7 | 87.2 | 89.4 |
| **UNC-Chapel Hill** | **95.7** | **90.9%** | **87.6%** | **72.2** | **83.4** | **84.9** |

| **Change in Retention and Graduation Rates** <br> **2003 vs. 1997 First-year Cohorts** | | | | | | |
|---|---|---|---|---|---|---|
| | Retention to: | | | Graduation Within: | | |
| | Year 2 | Year 3 | Year 4 | 4 Years | 5 Years | 6 Years |
| Virginia | 0.2% | 1.1% | 1.1% | 1.2% | 0.7% | 0.8% |
| UCLA | 0.5% | 2.0% | 5.0% | 23.2% | 8.8% | 3.0% |
| Berkeley | 1.6% | 2.6% | 2.4% | 14.3% | 6.5% | 5.2% |
| Michigan | 1.1% | -0.9% | 1.7% | 7.7% | 4.2% | 4.4% |
| **UNC-Chapel Hill** | 0.7% | 1.9% | 0.6% | 3.2% | 2.4% | 1.9% |

**Graduation Rates for Carolina and Top Four Peer Institutions**

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## 2003 Entering First-year Cohort



| | 4 Years | 5 Years | 6 Years |
|---|---|---|---|
| Virginia | 84.2 | 91.7 | 92.8 |
| Berkeley | 66.3 | 87.5 | 90.2 |
| Michigan | 72.7 | 87.2 | 89.4 |
| UCLA | 67.2 | 87.8 | 89.0 |
| UNC | 72.2 | 83.4 | 84.9 |

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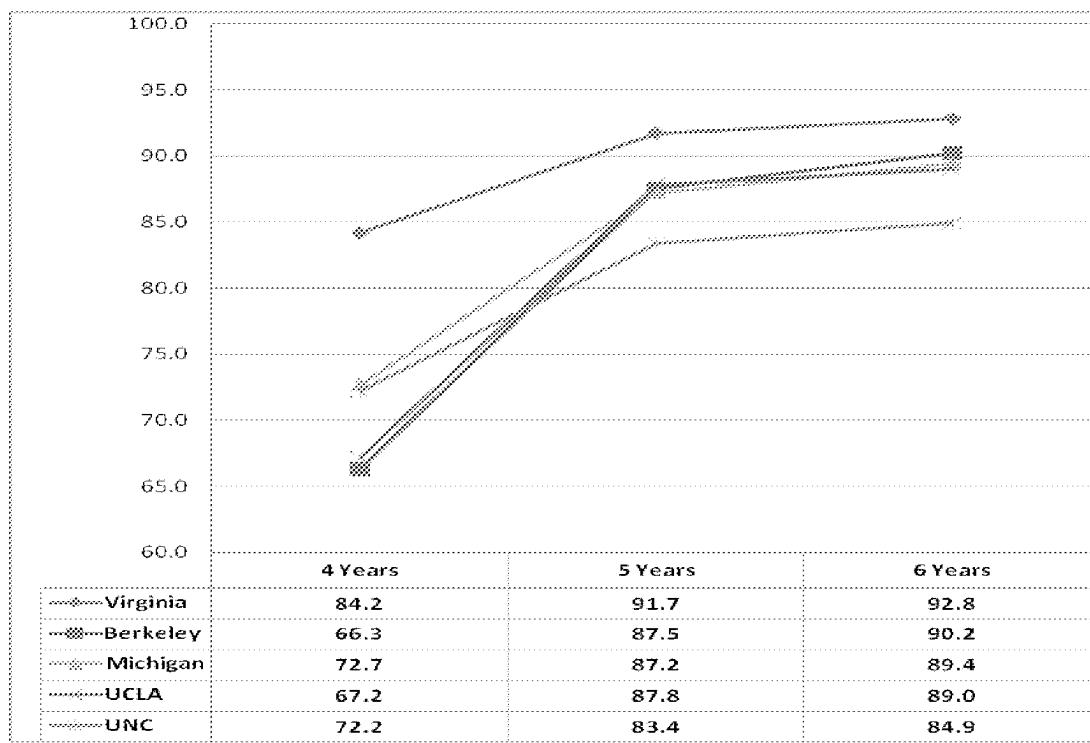
**Key Findings Regarding Retention and Graduation Rate Comparisons**

- Within the University of North Carolina System, Carolina's first-year student retention rates continue to be significantly higher than the rates for the other system schools combined.

- Carolina's graduation rates increased more between 1998 and 2003 than did other UNC institutions.

- Compared to the four public institutions the University uses most often for benchmarking – Virginia, Berkeley, UCLA, and Michigan -- Carolina's four-year graduation rate is in the middle of its peer group.

- While Carolina students are just as likely or more likely to graduate in four years as their counterparts at peer institutions, they are relatively less likely to complete their degrees after that point.

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## B. Persistence and Graduation Patterns of First-Year Students

This section describes results of a longitudinal analysis of the enrollment and completion patterns of the combined 2002 and 2003 entering first-year cohorts. Because these data were adjusted to include retroactive degree awards and students who entered professional programs early, the retention and graduation rates will not match other published reports from frozen snapshots taken of the same population in prior years.

Retention and Graduate Rates for 2002/2003 Cohorts

About 89% of the original members of the 2002/2003 cohort members were still enrolled in the fall of their fourth year at Carolina. Of those enrollees, over 95% went on to graduate within six calendar years of their initial enrollment. The percentages of cohort members who graduated after four, five, and six calendar years following their initial enrollment are displayed in the tables below.



**2002/2003 Cohorts: Retention and Graduation Rates as of June 2010**
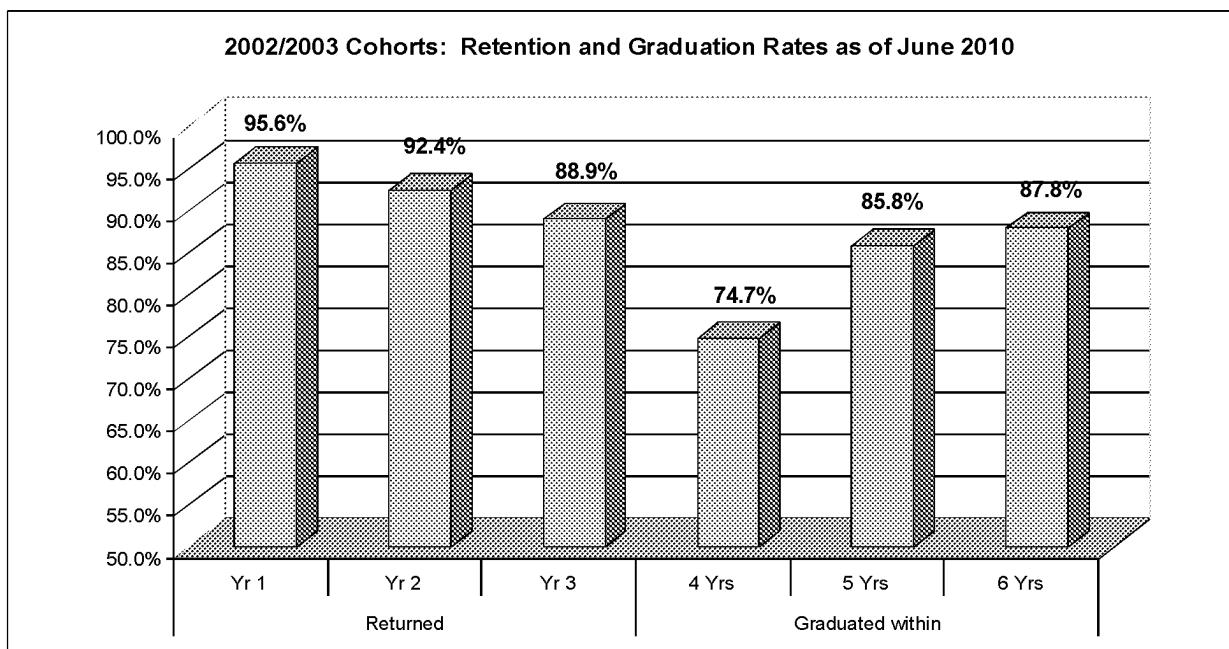
Time to Degree

Nearly 75% of all cohort members graduated in four years or less. Of those who took longer than four years to obtain their degrees, most graduated within the next twelve months, and many needed only one more semester to finish requirements. While the cumulative graduation rate over six years is nearly 88%, less than 2% of all entering first-year students take six calendar years to graduate. Data for the most recent years indicate that an average of 1.5% of students from each cohort receive their degrees from Carolina after six calendar years, so the estimated percentage of students graduating over ten years is approximately 90%.

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| Time to Degree | |
|---|---|
| **2002/2003 Cohorts** | |
| 4 Years or Less | 74.7% |
| 5 Years | 11.1% |
| 6 Years | 2.0% |
| Did Not Graduate | 12.2% |

| Time to Degree in Calendar Years | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Actual Calendar Years** | | | | | | | |
| **Graduated in:** | **3 or Less** | **3.5** | **4.0** | **4.5** | **5.0** | **5.5** | **6.0** | **Total** |
| Four Years or Less | 2.6% | 3.5% | 93.9% | | | | | 100.0% |
| Five Years | | | | 64.7% | 35.3% | | | 100.0% |
| Six Years | | | | | | 47.1% | 52.9% | 100.0% |

Not all students who graduated were continuously enrolled from their initial entry through graduation, for a variety of reasons:

- Some students complete their degree requirements a semester or two earlier than the typical four years. For example, 8% of students who graduated within four years took less than 8 fall/spring terms to complete.
- Many students are enrolled for only part of their last academic year of study. Two-thirds of all five-year graduates received their degrees at the end of fall semester of their fifth year.
- Two-thirds of students who graduate in four, five, or six years enrolled in at least one summer session.
- About 65% of the students in the 2002/2003 cohort had been awarded an average of 13 AP credits based on high school work, and 31% transferred in an average of 9 credit hours taken through other institutions.
- Only 21% of five year graduates were actually enrolled 10 semesters, and only 12% of six-year graduates enrolled for 12 semesters. However, in some cases, students withdrew from one or more semesters past the point at which they were counted as "enrolled," so the actual number of completed semesters used to earn their degrees can be even lower than reported.
- About 22% of five year graduates and 65% of six year graduates "stopped out" for one or more semesters or took only online courses and were not counted in on-campus enrollment statistics before returning to complete their degrees.

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## Time to Degree
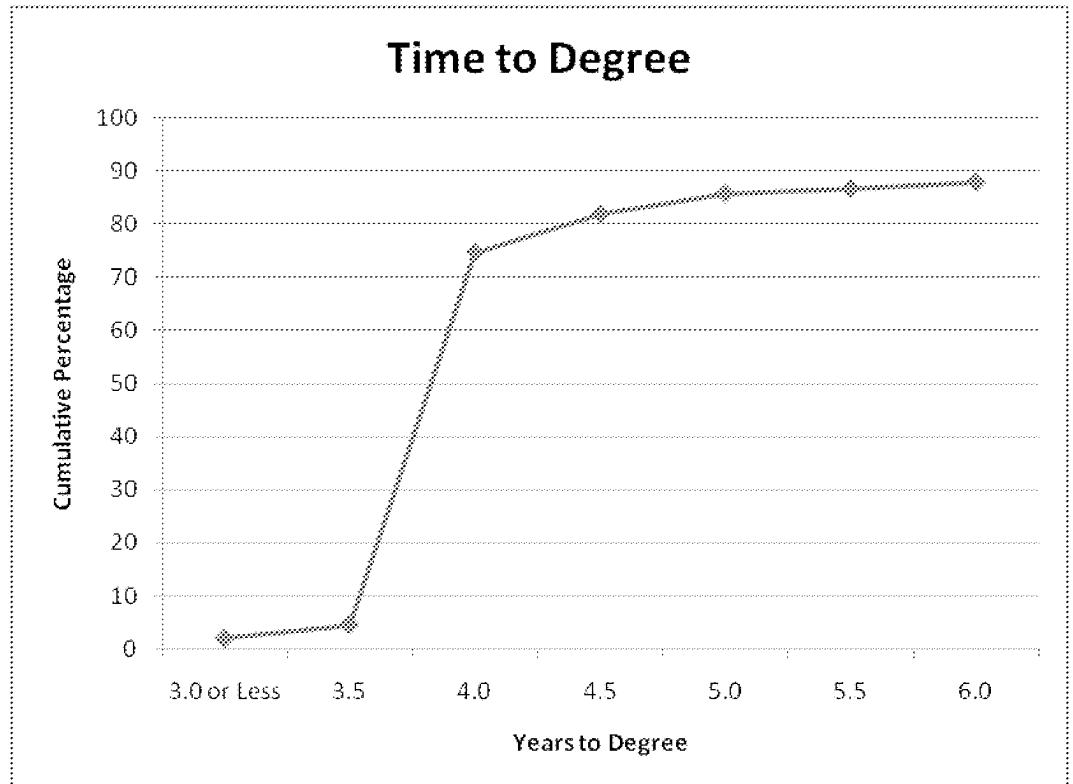


| Years to Degree and Total Terms Enrolled | | | | | | | |
|---|---|---|---|---|---|---|---|
| **First-Year Students** | | | | | | | |
| | **Total Fall and Spring Terms Enrolled** | | | | | | |
| **Graduated In:** | **6 or less** | **7** | **8** | **9** | **10** | **11** | **12** |
| Four Years | 2.8% | 5.0% | 92.2% | | | | |
| Five Years | 0.4% | 1.4% | 12.0% | 65.2% | 21.0% | | |
| Six Years | 2.8% | 4.3% | 16.7% | 25.4% | 13.8% | 25.4% | 11.6% |

| Average Number of Terms Enrolled by Degree Recipients | | | |
|---|---|---|---|
| **Years to Degree** | **Fall and Spring Terms** | **Summer Sessions** | **% of Graduates Who Attended at Least 1 Summer Session** |
| **4 Yrs** | 7.89 | 1.46 | 68.1% |
| **5 Yrs** | 9.06 | 2.65 | 86.5% |
| **6 Yrs** | 9.62 | 3.63 | 96.4% |
| **Total** | 8.08 | 1.66 | 68.9% |

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**Key Findings Regarding Persistence and Graduation Patterns of First-Year Students**

- The 4 year graduation rate has improved since the 2004 study. In the current study, nearly 75% of all cohort members graduated in four years or less. In the 2004 study, only 70% of students graduated in four years.

- The estimated percentage of students graduating over ten years is approximately 90%.

- Nearly 70% of graduates enrolled in at least one summer session.

- About 22% of five year graduates and 65% of six year graduates "stopped out" for one or more semesters.

- Only 21% of five year graduates were actually enrolled 10 semesters, and only 12% of six-year graduates enrolled for 12 semesters.

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## C.     Persistence and Graduation Patterns of Transfer Students

An average of 800 transfer students are admitted each year as full-time, degree-seeking undergraduates. At any given time, 20-25% of our total undergraduate population is made up of students who began their college studies somewhere other than Carolina.The majority are admitted to the College of Arts and Sciences and begin their studies in the fall semester. The School of Nursing also admits transfer students to begin in January and the first summer session.

*Origins of Carolina's Transfer Students*

Compared to native first-year students, transfer students vary considerably in terms of academic background. 75% transfer directly from 4-year institutions, and 25% from community colleges (with or without having earned an associate degree). Many transfer students have been enrolled at multiple institutions prior to coming to Carolina, making it difficult to categorize them. Some transfer students completed their general education courses over a number of years, often with long breaks between enrollments due to work and personal responsibilities. 55% of transfers enter Carolina as Juniors; 45% enter as Sophomores. In general, sophomore transfers are similar to native first-year students in terms of academic background. A larger proportion of junior transfers could be considered "non-traditional" college students by virtue of their age and/or academic history.

*Demographic Characteristics*

Residency status: 97% of community college transfers are NC residents compared to only 66% of 4-year institution transfers. Transfer students are similar to native first-year students in distribution by race/ethnicity. Transfers from 4-year institutions include a higher percentage of males (47%) than our native first-year student cohorts (39%). Transfer students reporting that at least one parent completed college:  85% of native first-year students; 79% of transfers from 4-year institutions; 47% of transfers from community colleges. Transfer students are more likely than native first-year students to be financially independent from their families and qualify for need-based aid.

*Academic Performance*

On average, community college transfers have lower cumulative GPAs at Carolina than transfers from four-year institutions. Transfers from four-year institutions are more likely to have cumulative GPAs at Carolina similar to native students.

| Cumulative GPA By Year | | | | | |
|---|---|---|---|---|---|
| | | Year in College | | | |
| | Type | Year 1 | Year 2 | Year 3 | Year 4 |
| Sophomore Transfers | CC | | 2.4 | 2.61 | 2.86 |
| | 4-Yr | | 3.14 | 3.19 | 3.25 |
| Junior Transfers | CC | | | 2.88 | 2.92 |
| | 4-Yr | | | 2.95 | 3.03 |
| Native 1st Year | | 3.05 | 3.07 | 3.12 | 3.13 |

The table below provides information on transfer students for the fall 2008 semester. This was the first semester in which transfer students could end up on academic probation. However, only sophomore transfers were, at this point, subject to the new eligibility rules. It is important to note that transfer students were far more likely than native students to be ineligible or have withdrawn by the end of their first semester.

| Fall 2008 | | |
|---|---|---|
| **Academic Eligibility** | N = 3865 **Native Students** *at the End of their 1st Semester* | N = 789 **Transfer Students** *at the End of their 1st Semester* |
| Probation | 4% | 4% |
| Ineligible | less than 1% | 2.50% |
| Withdrew | less than 1% | 3% |

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**Graduation Rates**

|  | Type | Within 4 Years | Within 5 Years | Within 6 Years |
|---|---|---|---|---|
| **Sophomore Transfers** | CC | 45% | 60% | 65% |
|  | 4-Yr | 72% | 85% | 86% |
| **Junior Transfers** | CC | 44% | 66% | 68% |
|  | 4-Yr | 50% | 82% | 83% |
| **Native 1$^{st}$ Year** |  | 75% | 86% | 88% |

*Because of the difficulties in categorizing transfer students by institutional type and controlling for their wide variations in enrollment history, these statistics should be considered preliminary and subject to revision based on results of our continuing analyses of this population.

**Stumbling Blocks for Transfer Students:**
- Non-traditional students have outside responsibilities
- Transfer students have lower participation in campus activities and out-of-class learning experiences
- Uneven preparation for upper level coursework at Carolina, particularly in the sciences
- Adapting to differences in academic expectations (e.g., Carolina's emphasis on writing, critical thinking, abstract concepts, discussions, essay exams, etc., compared to community college focus on learning facts and taking multiple choice tests)
- There is no standardized process for re-evaluation of transfer credits (each department has a different system)
- Challenge to find open classes (transfers are admitted April 15th after all continuing students have registered)
- Transfer student orientation is offered but not required for new students

*Carolina Student Transfer Excellence Program (C-STEP)*

The Carolina Student Transfer Excellence Program (C-STEP) was created in 2006 to increase transfer opportunities at Carolina for community-college students. C-STEP promises talented high school students from low-to-moderate income backgrounds eventual admission to Carolina if they first earn an appropriate associate degree from Alamance Community College, Durham Technical Community College, or Wake Technical Community College. The program offers advising, special events, and social support before and after the transition. These enhanced efforts are aimed at helping C-STEP students be academically prepared and more able to become fully engaged in the campus community -- both of which are strong indicators of student success.

Results of the evaluation of this program to date are extremely encouraging. A qualitative study was conducted in 2008-09 to compare the experiences of three groups of transfer students during their transition to Carolina:  C-STEP students, a random sample of transfers from other community colleges, and transfers from four-year institutions.  Results indicated that C-STEP students felt considerably more confident in approaching faculty, less frustrated by being unable to obtain practical information, and more comfortable in their classes than the two other groups of transfer students. C-STEP students reported receiving valuable experience and unique opportunities through C-STEP that they would most likely not have had as a typical transfer student.  For example, one C-STEP student was chosen to participate in the highly selective Phillips Ambassador Program, a scholarship designed specifically for students who want to study abroad in Asia, after learning about the application process at a C-STEP-sponsored event.

*Programs and Services to Support Transfer Students*

Since the 2004 study, there have been a number of programs and services developed to encourage the persistence and graduation of transfer students. These initiatives include the Transfer Student Advisory Committee in Academic Advising, enhancement of the Transfer Orientation (TSOP), the *Transfer Student Advising Guide*, Tau Sigma (Transfer Student Honor Society), and T-Links mentoring program. Additionally, the Junior Transfer Seminar, a three credit academic course offering supplemental education credit, was piloted in fall 2009 to great success. This program and a Transfer Success Group are continuing in the 2010-2011 academic year. In fall 2009, a Transfer Student Success day-long conference was held on campus at UNC-CH with over 125 participants from colleges and universities across North Carolina. A Transfer Bridge program is also in development.

**Key Findings Regarding Persistence and Graduation Patterns of Transfer Students**

- Overall, transfer students were more likely than native students to be ineligible or have withdrawn by the end of their first semester.

- Junior transfer students from community colleges are among the least likely to graduate from Carolina with only 44% graduating in four years.

- To date, C-STEP participants have demonstrated exceptionally high persistence, academic achievement, and graduation rates.

### D. Students Who Did Not Complete Their Degrees at Carolina

What do we know about students who did not complete their degrees at Carolina? Nearly 12% of the first-year students entering in 2002 and 2003 did not graduate from Carolina within six years. This section summarizes data gathered from various sources to track their subsequent educational activities and to identify possible reasons for their decisions to discontinue their studies at Carolina. Recent access to an expanded data repository on post-secondary enrollments at other institutions has provided a more complete picture of the educational status of students who did not earn degrees at Carolina. We now have evidence that confirms our long-held belief that a substantial proportion of students who do not continue their studies here go on to enroll in and graduate from other four-year institutions and have not simply dropped out of higher education altogether.

The table below represents the information available as of June 2010 on the status of the 2002/2003 first-year cohort members at the four, five, and six year point after their original entry to Carolina. The status of the 1997/1998 cohort members used in the 2004 retention study was also updated and included below for comparative purposes. The categories are defined following the table.

| Comparison of Outcomes for 1997/1998 and 2002/2003 Cohorts | | | | | | |
|---|---|---|---|---|---|---|
| | 1997/1998 | | | 2002/2003 | | |
| | After 4 Years | After 5 Years | After 6 Years | After 4 Years | After 5 Years | After 6 Years |
| Graduated from Carolina | 70.1 | 82.6 | 84.6 | 74.7 | 85.8 | 87.8 |
| Continued Enrollment at Carolina | 14.0 | 1.9 | 1.0 | 13.6 | 2.5 | 0.9 |
| Transferred to 4-Yr Institution/Graduated | 1.6 | 3.2 | 3.8 | 1.4 | 2.5 | 3.2 |
| Transferred to 4 Yr Institution/No Degree | 4.6 | 3.0 | 2.4 | 3.6 | 2.6 | 1.9 |
| Dropped Out – Status Unknown | 9.7 | 9.3 | 8.2 | 6.7 | 6.6 | 6.2 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

<u>Graduated from Carolina</u>
This includes all students who were awarded a bachelor's degree by August of the fourth, fifth, and sixth calendar years following their original matriculation dates.

<u>Continued Enrollment at Carolina</u>
These students were still enrolled as degree-seeking undergraduates in the fall semester following their fourth, fifth, and sixth year anniversary of entering Carolina. Most published statistics on retention and graduation do not report enrollment activity of cohort members after four years, in spite of the fact that large percentages of post-secondary students continue to pursue their degrees beyond that point. Nearly 14% of the 2002/2003 cohort members re-enrolled at the beginning of their fifth year. This accounts for much of the large gap between the 89% who returned in the fall of the fourth year and the 75% that actually graduated by the end of that academic year. This is consistent with the finding that not all of fourth year enrollees were on schedule to graduate as of that fall, and in fact, close to 10% had not yet achieved senior status in terms of credit hours completed.

Drop-Outs
The remaining three categories are loosely referred to as "drop-outs." With the understanding that these students could eventually return to complete their studies at Carolina, the term as used here simply refers to students who stopped enrolling at Carolina without earning a degree within the first four years and did not return within the six year period of observation. This group was further divided into "Transferred" and "Unknown" based on information obtained from the National Student Clearinghouse, an organization that collects enrollment and degree data from about 95% of all post-secondary institutions in the United States.

Transferred
Drop-outs were tracked individually using the National Student Clearinghouse's databases and categorized as "transferred" if evidence existed that they had enrolled at one or more four-year universities following their last semester at Carolina. The Clearinghouse also provided information on degrees received by cohort members from other institutions, and this information was used to identify these students as either "Graduated Elsewhere" or "Not Graduated."

Unknown
Students who had dropped out of Carolina were included in this final category if no information on their status could be found in the Clearinghouse records or through efforts to contact the student using last known address and email account. A small number of drop-outs had subsequent enrollment records at technical and community colleges. Unless there was evidence that they had also attended another four-year institution where they might earn a bachelor's degree, these students were included in "Unknown."

Completion Patterns
As shown in the table above, a total of 11% of the entering cohort members of 2002/2003 discontinued enrollment at Carolina before graduating and had not returned by the end of six years. Another 1% of the cohort did not graduate within six years either, but continued to enroll at Carolina at the beginning of year seven. This is a significant improvement over the 1997/1998 cohort statistics which showed that over 15% had not completed their degrees at Carolina.

Data available from the National Student Clearinghouse indicated that about 5% of the original 2002/2003 cohort members – a little less than half of those who did not graduate from Carolina within six years -- had subsequently enrolled at one or more four-year institutions. Of those transferred-out students, almost two-thirds had received bachelor's degrees and a few had also obtained masters and professional degrees within six years of their initial enrollment at Carolina. **This means that no less than 91% of the 2002/2003 cohort had completed a bachelor's degree within six years.** It is possible that additional degree awards data will be reported to the Clearinghouse over time, retroactively increasing this cohort's six-year rate.

The remaining students who had not graduated from Carolina and did not appear to have transferred to another four-year institution represented 6.2% of the 2002/2003 original cohort. In comparison, the 1997/1998 Dropped Out – Unknown group was 8.2% of the cohort. This drop of two percentage points is an important improvement.

## Points of Departure

Viewed across four years, students who stopped enrolling prior to graduating were most likely to drop out during their first two years at Carolina, with nearly 40% leaving after year one.

| When Students Discontinued Enrollment at Carolina | | |
| --- | --- | --- |
| During or After: | % of All Drop-Outs | Cumulative % |
| Year 1 | 38.3% | 38.3% |
| Year 2 | 28.4% | 66.7% |
| Year 3 | 14.9% | 81.5% |
| Year 4 | 18.5% | 100.0% |

The timing of departure is linked to both students' academic status and their plans to attend other institutions. The chart below separates the students who dropped out in each of the four years into three mutually exclusive categories:  (1) **"Transferred"** -- those who transferred to another four-year institutions (regardless of academic status), (2) **"Ineligible"** -- those who did not transfer and were academically ineligible at the time of their departure, and (3**) "Eligible"** -- those who did not transfer and were in good academic standing when they stopped enrolling at Carolina.

### Status of Students Who Drop Out

| | Ineligible | Eligible | Transferred |
| --- | --- | --- | --- |
| Year 1 | 18.5% | 6.6% | 74.9% |
| Year 2 | 25.0% | 9.6% | 65.4% |
| Year 3 | 40.0% | 12.0% | 48.0% |
| Year 4 | 53.8% | 34.6% | 11.5% |

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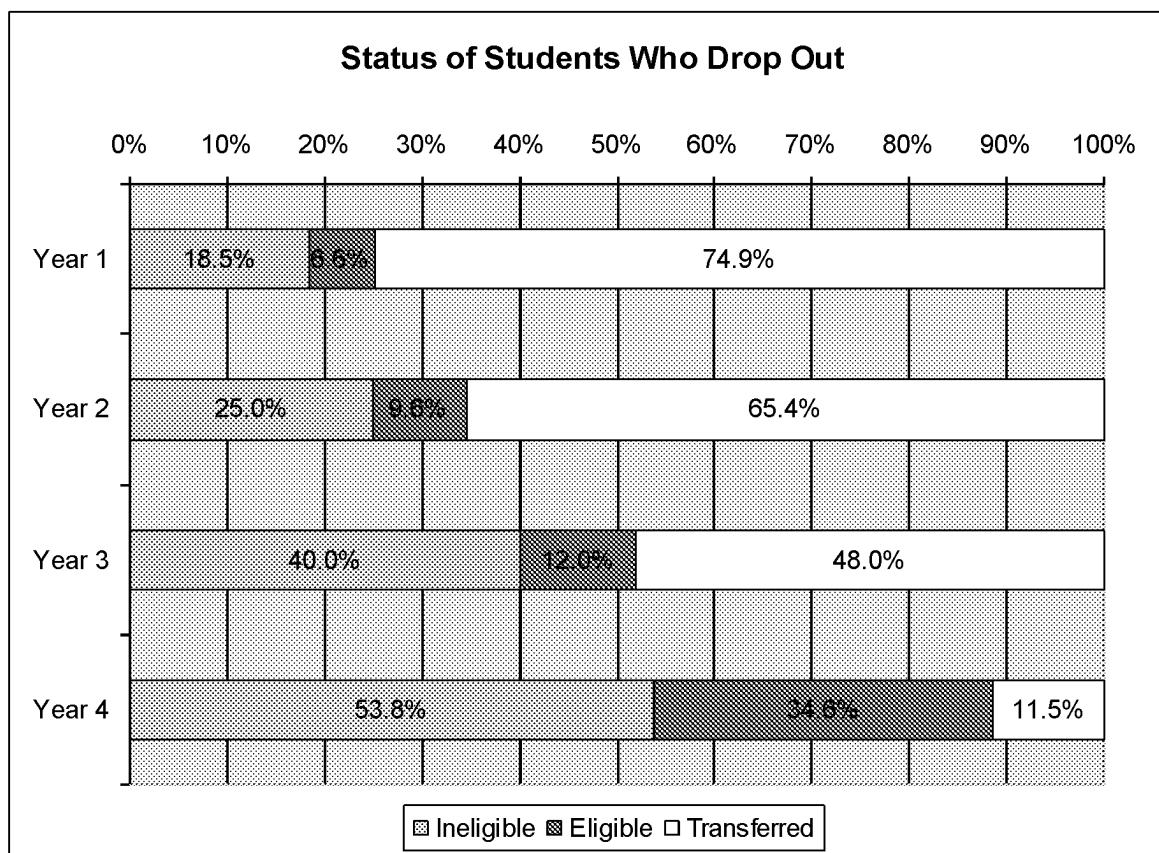
The majority of students who dropped out during or immediately after years one and two transferred to another senior-level institution. As shown in the table below, both North Carolina residents and out-of-state residents tended to transfer to an institution that was closer to their homes.  Students who left after year two were less likely to be transferring, and increasingly more likely to be academically ineligible when they dropped out. A smaller group of students stopped enrolling at Carolina although they were eligible to continue, with the highest proportion leaving during or right after the fourth year. Since no subsequent enrollments at other institutions could be identified for these students, we have little information to base assumptions about their intentions to return to complete their degrees at Carolina or elsewhere.

| Location of Transfer Institution | | |
|---|---|---|
| | Anywhere in North Carolina | Close to Home* |
| NC Residents | 86.4% | 63.2% |
| Non-Residents | 4.8% | 75.0% |

*Definition of "close to home":
 NC Residents - same county or a county in the same part of the state as their high school.
 Non-Residents – same state or a state bordering the state where they attended high school.

**Key Findings Regarding Students Who Did Not Complete Their Degrees at Carolina**

- A substantial proportion of students who do not continue their studies at Carolina go on to graduate from other four-year institutions. No less than 91% of the 2002/2003 cohort completed a bachelor's degree either from Carolina or another institution within six years.

- 11% of the 2002/2003 cohort discontinued enrollment at Carolina before graduating and had not returned by the end of six years. Another 1% of the cohort did not graduate within six years either, but continued to enroll at Carolina at the beginning of year seven. This is a significant improvement over the 1997/1998 cohort statistics which showed that over 15% had not completed their degrees at Carolina.

- Students who left after year two were less likely to be transferring, and increasingly more likely to be academically ineligible when they dropped out.

- Viewed across four years, students who stopped enrolling prior to graduating were most likely to drop out during their first two years at Carolina, with nearly 40% leaving after year one.

- In the 2004 study, 8.2% of students did not graduate from Carolina nor did they appear to have transferred to another four-year institution. In the current study, this percentage dropped by 2 points signaling an improvement.

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## E. Student Perceptions of Factors Related to Their Decision to Leave Carolina

To better understand students' perspectives on the issues that led to their decisions to leave Carolina, an online survey was administered to a sample of former students who were enrolled in 2006 and 2007 but did not enroll in fall 2008 or spring 2009. Additionally, students in the 2007 freshmen cohort were invited to participate in a brief telephone interview.

| Major Reasons for Discontinuing Enrollment at Carolina<br>2007 First-Year Cohort | |
| --- | --- |
| Major Reasons | % Reported as Major Reason |
| Decided to attend a different college | 56 |
| Felt overwhelmed and depressed | 40 |
| Needed a break to reconsider my goals and interests | 36 |
| Had personal and/or family problems | 33.3 |
| Felt insignificant, lost, or out-of-place | 32 |
| The University seemed too large and impersonal | 32 |

Respondents were asked to recommend actions that Carolina could take to improve retention. The most frequent recommendation was to improve academic advising.

In addition to the online survey, students in the 2007 cohort were invited to participate in short telephone interviews. In general, the respondents from the 2007 cohort cited many of the same reasons for leaving as the 2003-2006 cohorts, except that the 2007 respondents were more likely to indicate that the following were major reasons: "felt overwhelmed and depressed," "had family and/or personal problems," and "needed a break to reconsider goals and interests."

The following themes emerged from telephone interviews with 51 participants:

Difficult Transition to College Life

Twenty-two out of the 51 students interviewed cited difficult transitions from their high school life at home to life at UNC-Chapel Hill as the main reason why they left UNC. They described UNC as too big, too impersonal, and found it very difficult to make friends, especially if they came from out-of-state.

Majors/Programs that UNC did not offer

Twelve students left UNC because the majors that they were interested in were not offered. They wanted to study engineering, architecture, dancing, hotel management, musical theatre, small business entrepreneurship, high school math teaching, and dance.

Financial Reasons

Five students cited financial difficulties as the sole reason for leaving the university. All five students were from out-of-state and had experienced some changes in their families' financial situations. One student was expecting an Army ROTC scholarship but it fell through because she couldn't meet the requirements and so it became an unexpected burden on her family. Another was receiving financial aid but because his parents made more money the following

year, his award was reduced.  Another student's mother became very sick.  With medical bills to pay, her tuition became too burdensome for her family.

Academic Eligibility

Six of the 2007 cohort members' GPAs fell below 2.0, putting them on academic probation. Three students were declared ineligible to return to UNC for the following semester.  One student came to UNC as a prospective business major with nearly 65 credit hours.  As a freshman, he was put into ECON 320 for which he was not at all prepared and failed.

Other reasons that the students mentioned included wanting to travel abroad, to take a break from school while trying to figure out what to do with their lives, and family priorities.

What UNC Could Have Done to Help?

Most of the students interviewed did not believe that UNC could have done anything for them to help them stay as they left mostly because of personal reasons.

Respondents were also asked to recommend actions that Carolina could take to improve retention. The most frequent recommendation was to improve academic advising to provide timely individualized advising. Students from out-of-state recommended the university find ways to make them feel welcomed, comfortable, and adjust to life at UNC.

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**Key Finding Regarding Student Perceptions for Leaving Carolina**

- About half of the respondents indicated that they decided to transfer to a different college because they wanted to: (1) pursue a major that was not offered by UNC, (2) were accepted by a higher ranked university, or (3) wanted to attend a university that was closer to home.

- Twenty-two out of the 51 students interviewed cited difficult transitions from their high school life at home to life at UNC-Chapel Hill as the main reason why they left UNC.

- Most of the students interviewed did not believe that UNC could have done anything to help them stay, as they left mostly because of personal reasons.

- The most frequent recommendation was to improve academic advising to provide timely individualized advising.

- Students from out-of-state recommended the university find ways to make them feel welcomed, comfortable, and adjust to life at UNC.

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## F. Factors Related to Retention and Graduation

The 2004 Retention Study explored the relationships between a number of demographic, socio-economic, academic, and personal characteristics that research has shown to be associated with first-year student success and graduation. One of the goals of the 2010 Retention Study was to re-examine those factors in relation to the educational outcomes of different subpopulations of students within the first-year class.

To simplify these comparisons, the four, five, and six year outcomes for the entering cohorts of 2002/2003 that were detailed in the previous section were collapsed into three categories much like those used in the 2004 analysis of the 1997/1998 cohorts. The five and six year graduation rates were combined in the tables that follow, but the details by year can be viewed in the appendix.

| Outcome Variables for Analyses of 2002/2003 First-Year Cohorts | | | | |
|---|---|---|---|---|
| | | Status After: | | |
| | | 4 Years | 5 Years | 6 Years |
| Graduated | Graduated from Carolina | 74.7% | 85.8% | 87.8% |
| Transferred | Transferred to 4-year institution and received a bachelor's degree | 5.0% | 5.1% | 5.1% |
| | Transferred to 4-year institution but did not receive bachelor's degree | | | |
| Other | Continued enrollment at Carolina | 20.3% | 9.2% | 7.2% |
| | Dropped Out – Status Unknown | | | |

*Demographic Characteristics*

Significant differences were observed by race and sex in the proportions of students who graduated and those who did not. In particular, four-year graduation rates were lower for males and underrepresented minorities.

When six year graduation rates are compared, differences across groups are generally not as large. However, African American students are still twelve percentage points lower than White students.

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## Graduation Outcomes by Demographic Characteristics



| | 4 Years | 5 or 6 Years | Did Not Graduate |
|---|---|---|---|
| **Residency** | | | |
| NC Resident | 74.1% | | 12.3% |
| Non-Resident | 77.6% | | 12.1% |
| **Citizenship** | | | |
| US Citizen | 74.6% | | 12.3% |
| Resident Alien | 73.8% | | 10.0% |
| Non-Res Alien | 80.5% | | 13.0% |
| **Race** | | | |
| White | 76.5% | | 10.9% |
| Other | 82.6% | | 7.7% |
| Native American | 66.7% | | 15.9% |
| Hispanic | 70.6% | | 12.9% |
| African American | 64.2% | | 22.2% |
| Asian | 71.9% | | 10.7% |
| **Sex** | | | |
| Male | 68.5% | | 15.5% |
| Female | 78.9% | | 10.0% |

Legend: ▦ 4 Years  ▨ 5 or 6 Years  ☐ Did Not Graduate

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## Males by Race



| Category | 4 Years | 5 or 6 Years | Did Not Graduate |
|---|---|---|---|
| White Males | 70.8% | | 13.9% |
| Other Males | 78.9% | | 8.4% |
| Native Amer Males | 64.7% | | 11.8% |
| Hispanic Males | 61.0% | | 14.6% |
| Black Males | 49.2% | | 34.1% |
| Asian Males | 66.3% | | 13.4% |

☒ 4 Years  ▦ 5 or 6 Years  ☐ Did Not Graduate

## Females by Race



| Category | 4 Years | 5 or 6 Years | Did Not Graduate |
|---|---|---|---|
| White Females | 80.7% | | 8.7% |
| Other Females | 85.0% | | 7.1% |
| Native Amer Females | 67.4% | | 17.4% |
| Hispanic Females | 77.3% | | 11.8% |
| Black Females | 71.0% | | 16.9% |
| Asian Females | 76.1% | | 8.8% |

☒ 4 Years  ▦ 5 or 6 Years  ☐ Did Not Graduate

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| | | Year Six Outcomes | | |
|---|---|---|---|---|
| | | Graduated | Transferred | Neither |
| Sex | Female | 90.0% | 4.9% | 5.1% |
| | Male | 84.5% | 5.2% | 10.3% |
| Race | Asian | 89.3% | 4.1% | 6.6% |
| | African Amer | 77.8% | 6.8% | 15.4% |
| | Hispanic | 87.1% | 9.5% | 3.5% |
| | Native American | 84.1% | 4.8% | 11.1% |
| | Other | 92.3% | 3.4% | 4.3% |
| | White | 89.1% | 4.8% | 6.2% |
| Citizenship | Non-Res Alien | 87.0% | 3.9% | 9.1% |
| | Resident Alien | 90.0% | 3.8% | 6.2% |
| | US Citizen | 87.7% | 5.1% | 7.2% |
| Residency Status at Time of Entry | Non-Resident | 87.9% | 7.5% | 4.6% |
| | NC Resident | 87.7% | 4.5% | 7.7% |

*Financial Resources*

There were considerable differences in the graduation outcomes of students when compared by parent education and family income. This finding is consistent with the overwhelming majority of studies suggesting that low-income students do not persist and graduate at the same rates as other students. Four-year graduation rates for Pell recipients are over eleven percentage points lower than other needy students and sixteen percentage points lower than those with no need.



Graduation Outcomes by Family Income and Parent Education

| Family Income | | 4 Years | 5 or 6 Years | Did Not Graduate |
|---|---|---|---|---|
| Family Income | Not Needy | 77.6% | | 10.0% |
| | Needy/not Pell | 73.4% | | 14.1% |
| | Pell Recipient | 61.8% | | 21.1% |
| Parent Education | Bachelor's Degree or Higher | 78.6% | | 9.7% |
| | Some College | 67.0% | | 17.7% |
| | High School or less | 61.9% | | 20.1% |

☒ 4 Years ▨ 5 or 6 Years ☐ Did Not Graduate

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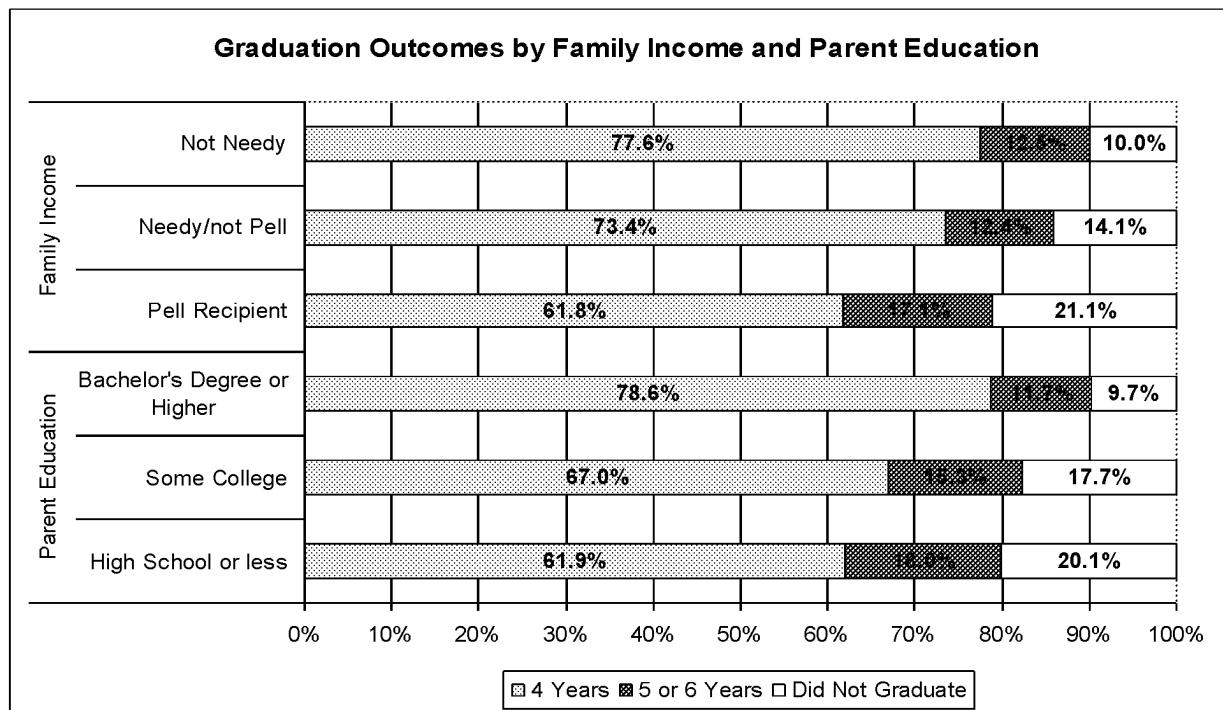
## Year Six Outcomes

| | | Graduated | Transferred | Neither |
|---|---|---|---|---|
| Parent Education | High School or less | 79.9% | 7.5% | 12.6% |
| | Some College | 82.3% | 7.0% | 10.8% |
| | Bachelor's Degree or Higher | 90.3% | 4.3% | 5.4% |
| Family Income | Pell Recipient | 78.9% | 6.4% | 14.7% |
| | Needy/not Pell | 85.9% | 6.0% | 8.1% |
| | Not Needy | 90.0% | 4.5% | 5.4% |

*Academic Preparation Indicators*

Graduation outcomes differed significantly by level of academic preparation at the time of entry to Carolina.

For the most part, Carolina graduates demonstrated a stronger academic background than those who transferred to another institution, and in turn, the transfers displayed stronger credentials than those who neither graduated nor transferred.

## Graduation Outcomes and Academic Preparation

| | 4 Years | 5 or 6 Years | Did Not Graduate | Total |
|---|---|---|---|---|
| SAT Total Score | 1286 | 1247 | 1238 | 1275 |
| High School GPA | 4.252 | 4.117 | 4.040 | 4.209 |
| HS Rank Percentile | 90th | 87th | 86th | 89th |
| AP Credits Awarded | 13.2 | 11.3 | 10.4 | 12.7 |
| 1 or More Credits | 67.7% | 52.3% | 47.1% | 65.0% |
| Transfer Credit Hours | 2.6 | 2.8 | 2.0 | 2.6 |

## Six Year Outcomes and Academic Preparation

| | Graduated | Transferred | Neither | Total |
|---|---|---|---|---|
| SAT Total Score | 1280 | 1241 | 1236 | 1275 |
| High School GPA | 4.232 | 4.113 | 3.991 | 4.209 |
| HS Rank Percentile | 90th | 87th | 85th | 89th |
| AP Credits Awarded | 13.2 | 11.3 | 10.4 | 12.7 |
| 1 or More Credits | 66.1% | 50.0% | 45.1% | 65.0% |
| Transfer Credit Hours | 2.7 | 1.7 | 2.1 | 2.6 |

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*Academic and Social Integration at Carolina*

In the five years since the 2004 Retention Study, a few more sources of data on social integration became available for use in this analysis of the 2002/2003 cohorts. However, most of the data on how students become integrated into the social life of the campus still comes from student surveys and other self-reported information. The variables in the tables below were derived from the central student information system and first-year student responses to the National Survey of Student Engagement (NSSE). Because it was not possible to validate this information through other sources, these variables should be considered at best indirect measures of student connections to the academic and social life of the campus.

| Outcomes By Academic and Social Integration Indicators | | | | |
|---|---|---|---|---|
| | | Graduated | Transferred | Neither |
| Carolina Was 1$^{st}$ Choice | Yes | 85.5% | 5.5% | 9.1% |
| | No | 83.3% | 5.4% | 11.3% |
| Fraternity/Sorority Member | Yes | 91.9% | 2.0% | 6.1% |
| | No | 81.3% | 6.9% | 11.8% |
| Athlete | Yes | 73.5% | 11.0% | 15.5% |
| | No | 84.4% | 5.5% | 10.2% |

*Academic Performance*

Academic performance, as measured by cumulative grade point average, has a strong relationship to retention and graduation outcomes. As shown in the following graphs, significant differences were found across outcome groups on cumulative grade point average at the end of year one and at the end of the last semester enrolled. Students who graduated had higher grade point averages at each point than those who transferred, who in turn had higher grade point averages than those who had neither transferred nor graduated at the end of five years. It is also notable that the average grades of those who graduated increased slightly between the end of year one and the last term enrolled, while the grades of the other two groups dropped. The relationship between grades and retention can also be viewed in terms of grade point average intervals and years to degree.

Approximately 8.5% of all students in the 2002/2003 cohorts became academically ineligible at least once during their enrollment at Carolina, which is considerably less than the 11.8% reported for the 1997/1998 cohorts. The graph below indicates that students are more likely to become ineligible at the end of the first-year than at any other time, followed closely by the end of the second year. However, the impact of this event on graduation outcomes is almost the same. Of those who became academically ineligible even once, less than 40% graduated within six years. A number of students become ineligible more than one, increasing their risk of not graduating with each occurrence.

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## Cumulative Grade Point Averages By Outcome Group
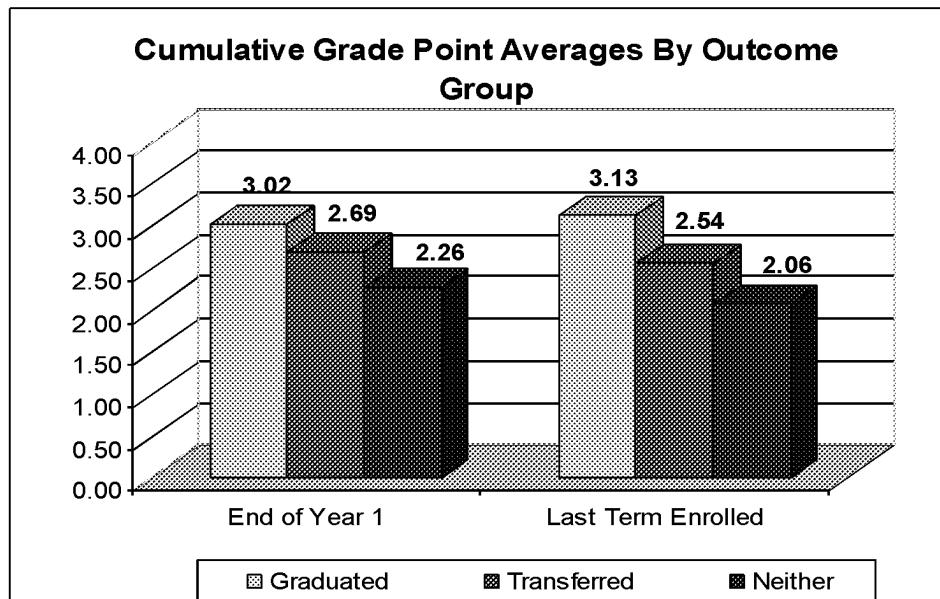


| Graduation Outcomes and First-year GPA | | | |
|---|---|---|---|
| | **4 Years** | **5-6 Years** | **Did Not Graduate** |
| **< 1.500** | 13.2% | 11.8% | 75.0% |
| **1.500 – 1.999** | 30.7% | 24.0% | 45.3% |
| **2.000 – 2.499** | 55.2% | 20.0% | 24.6% |
| **2.500 +** | 82.1% | 11.7% | 6.1% |

## Impact of Academic Eligibility on Outcomes



41
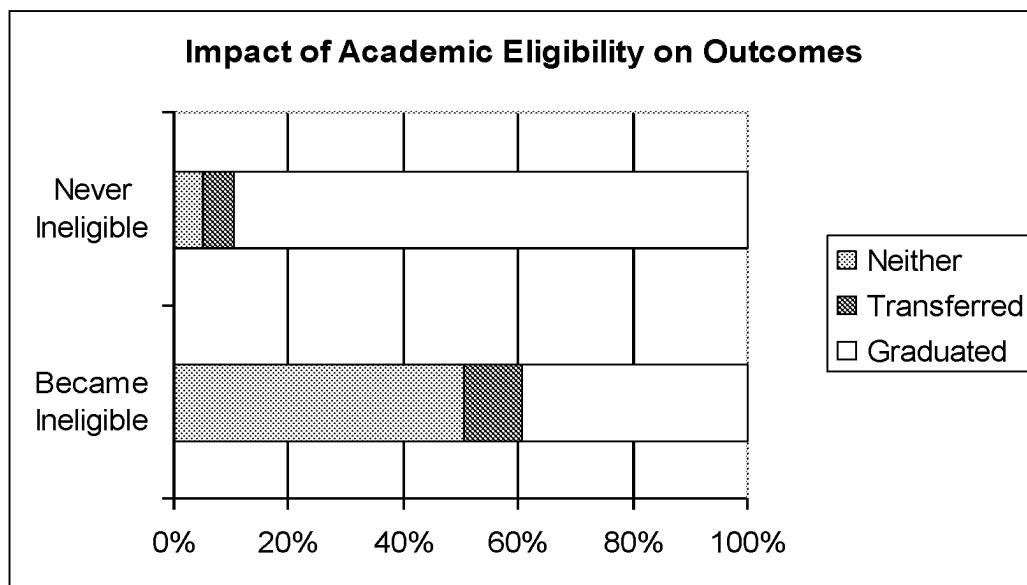
## Term in Which Students First Became Academically Ineligible (N=603)
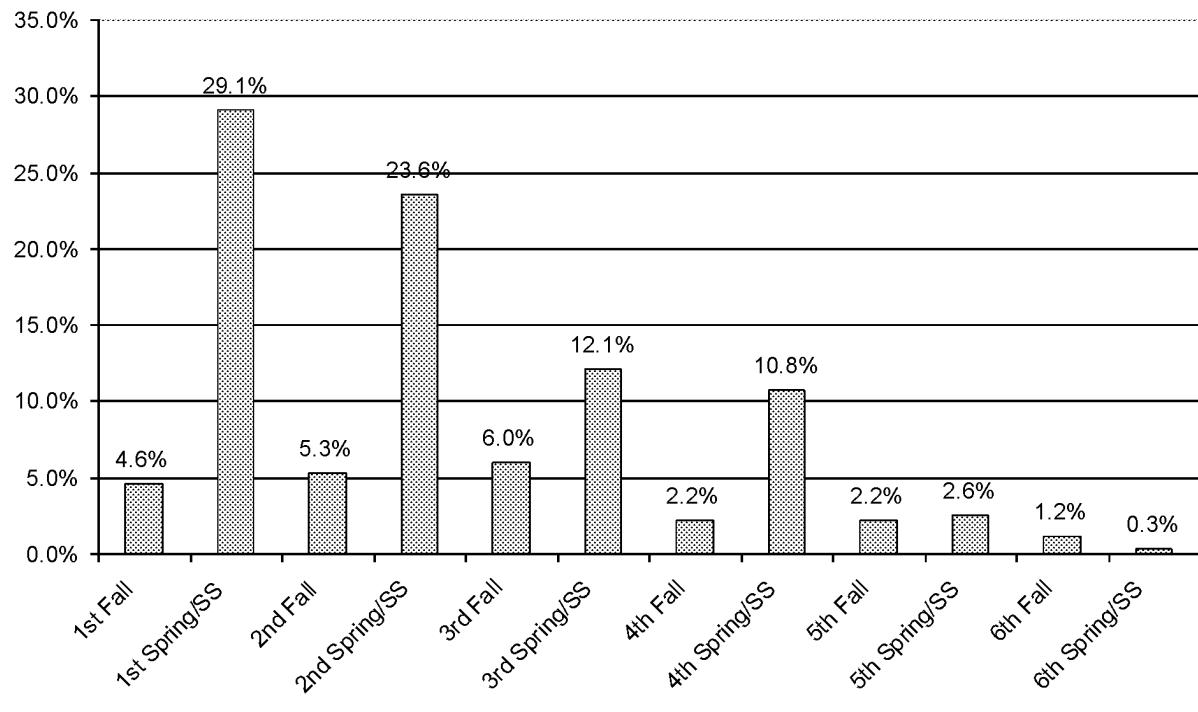
| Term | Percentage |
|------|-----------|
| 1st Fall | 4.6% |
| 1st Spring/SS | 29.1% |
| 2nd Fall | 5.3% |
| 2nd Spring/SS | 23.6% |
| 3rd Fall | 6.0% |
| 3rd Spring/SS | 12.1% |
| 4th Fall | 2.2% |
| 4th Spring/SS | 10.8% |
| 5th Fall | 2.2% |
| 5th Spring/SS | 2.6% |
| 6th Fall | 1.2% |
| 6th Spring/SS | 0.3% |

| Number of Ineligible Terms 2002/2003 First-Year Students | | |
|---|---|---|
| Times Became Ineligible | N | % |
| None | 6,378 | 91.5% |
| 1 Time | 260 | 3.7% |
| 2 Times | 107 | 1.5% |
| 3 or More Times | 223 | 3.2% |
| **Total** | **6,968** | **100.0%** |

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**Key Findings Regarding Factors Related to Retention and Graduation**

- Progress has been made regarding the success of first generation college students. In the 2004 study, 75% graduated within 5 years. In the current study, 79% of first generation students have been found to graduate within 5 years.

- Approximately 8.5% of all students in the 2002/2003 cohorts became academically ineligible at least once during their enrollment at Carolina, which is considerably less than the 11.8% reported for the 1997/1998 cohorts.

- Low-income students do not persist and graduate at the same rates as other students. Four-year graduation rates for Pell recipients are over eleven percentage points lower than other needy students and sixteen percentage points lower than those with no need.

- Four-year graduation rates are lower for males and underrepresented minorities.

- Academic performance, as measured by cumulative grade point average, has a strong relationship to retention and graduation outcomes.

- Students are more likely to become ineligible at the end of the first year than at any other time, followed closely by the end of the second year.

- Of those who became academically ineligible even once, less than 40% graduated within six years.

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## G.      Evaluation of the Probation Semester

One of the most extensive efforts to improve retention and graduation rates that emerged from the results of the 2004 study was a major revision of Carolina's undergraduate academic eligibility requirements. With the new eligibility standards implemented in 2007, a system of academic probation and intervention was created. The goal of the intervention is to help students return to good standing within one semester. This section describes the students on academic probation and then evaluates some aspects of the intervention system. At the time of this study, the academic probation program has existed for 5 semesters and as such the results should be considered preliminary.

*Characteristics of Students on Academic Probation*

Thus far, the majority of students have served their probation semester in the spring of their first-year at Carolina.

2009 Cohort: 123 (3.1%) on PR after 1$^{st}$ semester
2008 Cohort: 143 (3.69%) on PR after 1$^{st}$ semester
2007 Cohort: 159 (4%) on PR after 1$^{st}$ semester

On average, 3.63% of first-years have ended up on probation after their first semester.

Starting in 2009, sophomore and junior transfers could be on academic probation. In 2009-2010, approximately 6.5% of all new transfer students ended up on academic probation after their first semester.

In terms of socio-demographic characteristics, students who have been on probation are more likely to have the following characteristics compared to their counterparts who have not been on probation: male, Black, first generation, and low-income. Transfer students on probation have higher percentages of Asian and foreign students, and have attended a two-year institution instead of a four-year institution prior to coming to Carolina.

Significant differences can be observed between probation and non-probation students in both the first-year and transfer student populations. SAT total scores are nearly 100 points lower for the probation students, who also came to Carolina with substantially fewer AP and transfer credits than the students who did not go on probation. High school GPA and class rank are also considerably lower for probation students. The differences in these entering characteristics are mirrored in the large disparity between cumulative GPA at Carolina at the time of the probation period.

| Characteristics of Probation Students | | Not on Probation | | Probation | | All Students | |
|---|---|---|---|---|---|---|---|
| | | First-year | Transfer | First-year | Transfer | First-year | Transfer |
| Sex | Female | 60.1% | 55.5% | 48.8% | 54.4% | 59.6% | 55.4% |
| | Male | 39.9% | 44.5% | 51.2% | 45.6% | 40.4% | 44.6% |
| Race | Asian | 8.8% | 10.2% | 4.2% | 14.4% | 8.6% | 10.4% |
| | Black | 9.9% | 6.3% | 34.2% | 12.2% | 11.0% | 6.5% |
| | Hispanic | 5.6% | 5.4% | 8.0% | 6.7% | 5.7% | 5.4% |
| | Native Amer | 0.9% | 0.5% | 2.5% | 1.1% | 1.0% | 0.5% |
| | Other | 5.1% | 7.5% | 3.7% | 5.6% | 5.1% | 7.4% |
| | White | 69.7% | 70.2% | 47.4% | 60.0% | 68.7% | 69.8% |
| Foreign | Non-Res Alien | 1.5% | 4.9% | 0.5% | 12.2% | 1.4% | 5.2% |
| | Resident Alien | 2.9% | 5.5% | 1.2% | 7.8% | 2.8% | 5.5% |
| | US Citizen | 95.7% | 89.7% | 98.2% | 80.0% | 95.8% | 89.3% |
| Residency Status at Time of Entry | Non-Resident | 17.8% | 28.1% | 14.2% | 30.0% | 17.6% | 28.2% |
| | Resident | 82.2% | 71.9% | 85.8% | 70.0% | 82.4% | 71.8% |
| Transfer Institution Type | 2 Year | 0.0% | 35.8% | 0.0% | 52.2% | 0.0% | 36.5% |
| | 4 Year | 0.0% | 64.2% | 0.0% | 47.8% | 0.0% | 63.5% |
| Associate Degree | No | 100.0% | 83.2% | 100.0% | 78.9% | 100.0% | 83.1% |
| | Yes | 0.0% | 16.8% | 0.0% | 21.1% | 0.0% | 16.9% |
| Parent Education | HS or less | 4.3% | 9.8% | 10.4% | 13.3% | 4.6% | 10.0% |
| | Some College | 12.2% | 19.5% | 26.6% | 22.9% | 12.8% | 19.6% |
| | College Grads | 83.5% | 70.7% | 63.0% | 63.9% | 82.5% | 70.4% |
| Financial Status | Covenant | 9.1% | 9.1% | 18.9% | 13.3% | 9.5% | 9.3% |
| | Other Needy | 24.5% | 36.9% | 33.8% | 44.4% | 25.0% | 37.2% |
| | Not Needy | 66.4% | 54.0% | 47.3% | 42.2% | 65.5% | 53.5% |

| Academic Characteristics of Probation Students (Means) | | | | | | |
|---|---|---|---|---|---|
| | Not on Probation | | Probation | | All Students | |
| | First-year | Transfer | First-year | Transfer | First-year | Transfer |
| SAT Total Score | 1306 | 1202 | 1206 | 1114 | 1302 | 1199 |
| AP Credits Awarded | 11 | 2 | 4 | 1 | 11 | 2 |
| Transfer Credit Hours | 1.21 | 36.80 | 1.41 | 20.42 | 1.22 | 36.16 |
| High School GPA | 4.46 | 3.82 | 4.15 | 3.51 | 4.44 | 3.81 |
| High School Rank | 26 | 86 | 45 | 114 | 27 | 87 |
| Cumulative GPA | 3.21 | 3.06 | 1.689 | 1.613 | 3.160 | 3.020 |

*Participation in Probation Intervention*

Students on academic probation are required to complete a four-step academic intervention program. Students must:

1. Complete a self-assessment
2. Complete an online seminar
3. Sign a probation contract
4. Meet with an academic advisor

Students who do not complete the intervention steps have a registration block placed on their account. As the table below demonstrates, this is a strong incentive for completing the intervention steps.

**Participation in Probation Intervention**

| | |
|---|---|
| Signed Contract | 86.70% |
| Self Assessment | 93.90% |
| Online Seminar | 86.30% |
| Advising Appointment | 87.90% |

In addition to the intervention steps, students on academic probation are strongly encouraged to participate in a voluntary program called Bounce Back. This program meets on a weekly basis for the duration of the probationary semester. Nearly 20% of first-year and 15% of transfer students on probation participated in Bounce Back.

*Outcomes of Probation Semester*

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The table below summarizes the outcomes of the individual students who entered the probation semester. If students do not return to good standing at the end of a term, they are strongly encouraged to go to summer school. Many students subsequently return to good standing after summer school.

| Outcomes of Probation Semester | | |
|---|---|---|
| | Admit Type | |
| | First-year | Transfer |
| Eligible at End of Probation Term | 58% | 58% |
| Eligible after Summer School | 9% | 17% |
| Ineligible | 27% | 21% |
| Withdrew; did not complete Probation Term | 6% | 4% |
| Total | 100% | 100% |

To determine the overall success rate, those who withdrew and did not complete the probation term were removed from the totals. The results indicate that nearly **73% of probation term completers to date have been successful in returning to good standing** and these students increased their cumulative GPAs by nearly a half of a point.

| Overall Success Rate for Probation Participants | | | | | | |
|---|---|---|---|---|---|---|
| | First-year | | Transfer | | Total | |
| Ineligible | 150 | 28.2% | 19 | 22.1% | 169 | 27.3% |
| Returned to Good Standing | 382 | 71.8% | 67 | 77.9% | 449 | **72.7%** |
| | 532 | 100.0% | 86 | 100.0% | 618 | 100.0% |

On average, students who completed the probationary semester improved their cumulative GPA. This is the case even for students who do not achieve a cumulative GPA high enough to return to good standing at the end of the semester. In other words, on average, even those who end the semester ineligible raise their cumulative GPA during the probationary term.

| Change in Grade Point Average | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | First-year | | | Transfer | | | Total | | |
| | Before | After | Change | Before | After | Change | Before | After | Change |
| Ineligible | 1.550 | 1.590 | 0.040 | 1.490 | 1.650 | 0.160 | 1.540 | 1.600 | 0.060 |
| Returned to Good Standing | 1.751 | 2.152 | 0.401 | 1.650 | 2.160 | 0.510 | 1.735 | 2.155 | 0.420 |
| Total | 1.695 | 1.980 | 0.285 | 1.610 | 2.040 | 0.430 | 1.684 | 1.988 | 0.304 |

After more semesters of experience with probation, more thorough multivariate analyses can be undertaken to learn more about differences in success rates.

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**Key Findings Regarding the Probationary Semester:**

- Students who have been on academic probation are more likely to have the following characteristics compared to their counterparts who have not been on probation: male, Black, first generation, and low-income.

- Students who end up on academic probation are more likely to have lower SAT scores (by approximately 100 points) and fewer AP credits.

- Approximately 3.63% of first-year students ended up on academic probation after their first semester.

- Transfer students are more likely than first-year students to end up on academic probation after their first semester. Approximately 6.5% of transfer students ended up on academic probation after their first semester.

- Nearly 73% of students who complete the probationary term return to good standing.

- Students who complete **all** of the intervention steps are more likely to return to good standing than students who complete only some of the steps.

- Students who complete the Bounce Back program are more likely to return to good standing than those who do not complete the program.

- Many students, especially transfer students, returned to good standing during summer school.

- On average, students who completed the probationary semester improved their cumulative GPA.

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# Recommendations

1. *Continue current practices at Carolina that positively influence student retention.*

   ➢ Maintain programs and current practices at Carolina that positively influence student retention including, but not limited to, Summer Bridge, Carolina Covenant, Minority Peer-Advising, C-STEP, living-learning communities, Bounce Back, and academic advising.
   ➢ Continue the on-going program of research on student retention and graduation at Carolina, stay apprised of best practices at peer institutions, and evaluate the efficacy of initiatives targeted at improving degree completion rates.
   ➢ Include retention efforts and evaluation in the annual reports of all programs and units which influence persistence and graduation.
   ➢ Explore changes to the current procedures for conferring, dating, and reporting degree awards so that the University can more accurately report its completion rates for external accountability purposes.

2. *Develop and sustain strategies to improve junior transfer student retention and graduation.*

   ➢ Support successful programs enhancing junior transfer student success including C-STEP, the Junior Transfer Seminar, the Transfer Success Group, Tau Sigma, and the Tar Heel Transfers.
   ➢ Develop new strategies to raise the Junior Transfer graduation rate from 45 to 50% by 2014.

3. *Promote the efficient and effective use of resources that lead to student success.*

   ➢ Hire and support professional staff at the levels required to continue providing exceptional student support, including academic advisors, learning specialists, and academic counselors; by filling vacant positions as quickly as possible; and replacing positions lost to budget cutbacks.
   ➢ Fully implement the system of probation. This growing program requires more personnel to manage the case load and provide support to students in academic jeopardy.
   ➢ Develop mechanisms to support students performing just above the probation threshold (2.000-2.200 cumulative GPA).
   ➢ Develop programming for sophomores that removes barriers to persistence into the junior year.
   ➢ Support efforts to normalize help seeking behavior among undergraduates.
   ➢ Continue to increase the number of students who participate in Summer Bridge.

4. *Ensure effective and efficient implementation of retention tools in ConnectCarolina.*

   ➢ Make full use of the robust reporting and communication tools in ConnectCarolina including the effective and efficient calculation of academic eligibility.
   ➢ Ensure the development, maintenance, and use of an accurate degree audit system.

➢ Utilize an online academic early warning system to enhance faculty-student communication and to connect students with academic resources in a timely manner.

5. *Continue support for cultural and co-curricular programs promoting smaller communities, cultural identity, and a sense of belonging at Carolina for all students, particularly students from historically underrepresented populations.*
   ➢ This includes enhancing multicultural programs, services and resources, and living-learning communities.
   ➢ Enhancing programming for transfer students, first generation college students, Covenant Scholars, and African American and Latino males).
   ➢ Expand opportunities for personal contact and counseling with professional staff and faculty, who mirror the diversity of our students, through initiatives that address concerns identified by culturally discreet populations.
   ➢ Gather data on and evaluate participation in co-curricular activities.

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## VI.    The Future and Concluding Statements

Study after study has proven that faculty-student interaction and opportunities for learning in small group settings positively influence undergraduate retention. It is recommended that the University continues to provide opportunities for students to interact with faculty members and instructors in small class and one-on-one settings. Furthermore, small learning communities across campus should be promoted and we should build on the success of learning communities such as the Latina/o Collaborative, First-year Seminars, the Junior Transfer Seminar, Undergraduate Research, Honors Seminars and living-learning communities in Housing and Residential Education. Efforts to encourage students to take advantage of office hours, utilizing the lecturer-advisors in academic advising and providing academic enhancement workshops are additional ways to promote smaller communities and faculty-student interaction.

Future retention studies may want to consider the following questions:
- How will enrollment growth influence retention and graduation rates?
- How will economic climate influence retention and graduation rates?
- Why are Carolina students just as likely to graduate in four years as their counterparts at peer institutions but relatively less likely to complete their degrees after that point?

Additionally, it is recommended that the performance of the 2007 cohort subject to probation and the new eligibility standards including the 9th semester rule are carefully tracked and the implications of these new policies are assessed. Furthermore, the implementation of the online academic early warning system within ConnectCarolina has great potential to positively influence student success and should be evaluated after it has been utilized for several semesters.

While the university continuously tracks institutional retention and graduation rates, inevitably there will be a call for another retention study of this size. Perhaps in 5 or 6 years when this call comes, instead of revisiting the model presented in 2004 or the model utilized here, a different, empirical approach should be employed. Historically, higher education assessment has had an eye toward pathology with a focus on repairing students' problems. To this end, much research exists on why students fail to persist as opposed to why they succeed. It is recommended that a future retention study take a strength-based approach. An empirical study of this nature would involve studying our successful students and may provide new insight into understanding the retention and graduation of our undergraduates. Studying what is right with our students may illuminate new aspects of successful student experiences which can in turn be applied to supporting all students. This work may help establish a campus ethos which identifies student strengths and encourages students to make informed decisions based upon reflection on those strengths.

A retention study of this kind would assess individual traits common among successful students. Such a study would involve studying not just the least successful students but also studying flourishing students who are fulfilled, accomplished, and learning. Key questions of this study may be: who are optimally functioning students and what can we learn from the students who are succeeding? The way in which the current study recognizes the interventions that work as well as provides a listing of the many initiatives currently on campus in support of retention is a nod in the direction of studying what is right with our students and right with our institution. UNC-Chapel Hill's current retention and graduation rates are very strong, competitive among public institutions nationally, and a point of pride for the state of North Carolina. It seems appropriate at this juncture to suggest that if we want to achieve further excellence, then we should study excellence. If we want to increase retention and student success, perhaps we need to more fully appreciate not just weaknesses but the unique strengths of our students.

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# Appendices

## APPENDIX A: Members of the Retention Task Force

| | | |
|---|---|---|
| Anne McKay Coble | Chair of the Faculty | Office Faculty Governance |
| Cynthia Demetriou | Retention Coordinator | Undergraduate Education |
| Archie Ervin | Associate Provost | Diversity and Multicultural Affairs |
| Stephen Farmer | Assistant Provost and Director | Admissions |
| Jasmine Jones | Student Body President | Student Government |
| Salvador Mena | Assistant to the Vice Chancellor | Student Affairs |
| Shirley Ort | Associate Provost and Director | Scholarships and Student Aid |
| Bobbi Owen | Senior Associate Dean | Undergraduate Education |
| Lynn Williford | Assistant Provost and Director | Institutional Research and Assessment |

## APPENDIX B:  Select Retention Initiatives at UNC-CH 2009-2010

| Initiative | Description | Department(s) |
|---|---|---|
| Academic Advising Program | Assists students with all aspects of their academic planning while providing a foundation for appropriate academic decisions throughout their undergraduate studies. | Undergraduate Education |
| Academic Probation & Intervention | Est. 2007. A four step intervention program required of all students on academic probation. The program combines intensive academic advising and referral to University Resources. On average, 55% of students who complete the intervention return to Good Standing within one semester. | Undergraduate Education/Academic Advising |
| Carolina Firsts Admissions Event | Est. 2009. Two-day admissions event to welcome admitted first generation college students and their families. | Admissions, Undergraduate Education, Diversity & Multicultural Affairs, New Student & Carolina Parent Programs, Scholarships & Student Aid |
| Carolina Firsts Student Organization | Est. 2008. Student organization promoting the persistence and success of first generation college students. | Undergraduate Education |
| Chemistry Tutorial | Tutorials for students in Chemistry courses 101,102,241,261, and 262. | College of Arts & Sciences/Chemistry Department |
| Early Warnings | The Academic Advising Program has been working with the Enterprise Resource Planning (ERP) team to have online early warnings implemented in CarolinaConnect, the University's new computing platform. This implementation is scheduled for Fall 2010. | Undergraduate Education/Academic Advising programs |
| Explore Program | Online program which helps undeclared students explore majors as well as careers, professional fields, and occupations. | University Career Services |

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| First Generation College Student Graduation Recognition Event | Est. 2010. A new University tradition designed to celebrate graduating first generation college students and to create role models for all first generation college students at the University. | Undergraduate Education, New Student & Carolina Parent Programs, Diversity & Multicultural Affairs |
|---|---|---|
| First Generation College Student Website & Video Project<br><br>www.firstgeneration.unc.edu | Est. 2009. Creation of a website including video of FGCS at Carolina to encourage the persistence of FGCS at Carolina. Being a FGCS is one of the strongest predictors of failure to persist at the University. This project aims to increase FGCS retention. | Undergraduate Education, Admissions, New Student & Carolina Parent Programs, Scholarships & Student Aid, Diversity & Multicultural Affairs |
| First-year Seminars | Seminar-format courses that allow students to work closely with instructors on intriguing topics. The seminars help academically and socially integrate new students into University life. | Undergraduate Education |
| Identification of At-Risk Students | Identification of students with a 2.0-2.3 cumulative GPA. These students are not on probation but may be academically at-risk. Students are provided information on University resources. | Undergraduate Education |
| Individualized Counseling Program | Individualized academic counseling for academically at-risk students and students on academic probation. | Undergraduate Education/The Learning Center |
| Latino/Latina Collaborative | Est. 2009. A joint effort of university officials, faculty, staff, students, and community members engaged in a collaborative process to explore how Carolina may become more inclusive of Latina/o communities, cultures, and conversant with Latina/o experiences and affairs in general. | Diversity & Multicultural Affairs |

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| | | |
|---|---|---|
| Math Help Center | Assists students seeking additional help in Math 110 through Math 233. Tutors work one-on-one or in small groups. | College of Arts & Sciences/Math Department |
| Minority Advisory Program | The Minority Advisory Program (MAP) consists of minority students with cumulative grade point averages of 2.5 or higher, who volunteer to serve as peer mentors to minority first-year undergraduates providing academic counseling, bridging communication between OSAC and first-year students, and assisting them with their transition from high school to university life. | Undergraduate Education/The Center for Student Success and Academic Counseling |
| Online Student Success Seminar | Est. 2007. An online interactive seminar required for all students on academic probation, the seminar is also available to any interested student. The seminar provides academic as well as personal and social support to encourage student retention. | Undergraduate Education |
| Orientation (CTOPS) & Transfer Student Orientation (TSOPS) | Academic and social orientation sessions designed to help new students transition to the University. | New Student & Carolina Parent Programs |
| Peak Academic Success and Satisfaction (P.A.S.S.) | Est. 2008. A collaborative program to address issues of stress and academic performance in the UNC student community with the goals of enhancing life and academic performance and improving retention. | Counseling & Wellness Services |
| Peer Tutoring Programs | The original peer tutoring program has been in existence for nearly 25 years. Recently peer tutoring programs have grown significantly at the University. In 2007, a work study peer tutoring program was created as well as a program specifically for Spanish tutoring. Peer tutoring for athletes has also grown significantly. | Undergraduate Education/Learning Center |

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| | | |
|---|---|---|
| Resources to Help You Succeed Book | Est. 2009. Print and internet publication listing University resources to help students persist. Publication also includes student testimonials of resources. | Undergraduate Education |
| Student Emergency Fund | Through the Student Emergency Fund, the Division of Student Affairs assists Carolina students by providing immediate financial support when they need assistance with unexpected emergency expenses surrounding situations such as accidents, illness, death of a family member, fire damage, or need for temporary housing. | Dean of Students |
| Summer Bridge Program | A rigorous, seven-week academic program providing instructional and counseling staff to help its participants make the transition from high school to college. The program targets incoming freshman NC students from small/rural high schools that may lack AP or other college preparatory courses to take college-level English and math courses and attend workshops that acclimate them to UNC-Chapel Hill's resources. Upon completion of Summer Bridge, students can earn up to 6.0 academic credit hours, and they face the Fall semester equipped with the successful academic strategies that Summer Bridge models. | Undergraduate Education/The Center for Student Success and Academic Counseling |
| SYNC (Second Year Navigating Carolina) Living-Learning Community | Est. 2010. A Living-Learning Community designed to promote the success of transfer students as well as sophomore to junior year retention. | Undergraduate Education, Housing & Residential Education |
| Tar Heel Transfers | Est. 2008. Student organization promoting the persistence and success of transfer students. | New Student & Carolina Parent Programs |
| Tau Sigma | Est. 2008. Transfer Student Honor Society | New Student & Carolina Parent Programs |

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| | | |
|---|---|---|
| The Bounce Back Retention Program | Est. 2007. The program provides a voluntary, structured, 15 week curriculum addressing academic related skills and resiliency for students who are on academic probation. On average, 60% of students who complete the program return to Good Standing within one semester. | Undergraduate Education, Counseling and Wellness Services |
| The Brown Bag Lunch Series on The Crossroads of Academics and College Student Mental Health | Est. 2008. A professional development series for faculty and staff. Monthly lunches focus on mental health issues college students face and the influence of mental health on academic performance. The program's goal is to promote wellness as well as increase undergraduate student success and retention. | Undergraduate Education & Counseling and Wellness Services |
| The Carolina Covenant | Est. 2003. The Carolina Covenant® was established to communicate a clear and easy-to-understand message to prospective students and the public: Carolina is both accessible and affordable to academically prepared students from low-income backgrounds. The Covenant pledges that the University will meet 100 percent of a student's financial need (covering all educational costs, not just tuition and fees) with a combination of grants and scholarships and the amount a student can earn by working 10-12 hours per week in a federal work-study job during the academic year. | Scholarships & Student Aid |

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| | | |
|---|---|---|
| The Center for Student Success and Academic Counseling | CSSAC is dedicated to promoting academic excellence to assist students in achieving their academic goals while enrolled at Carolina. Its constituent programs (Academic Support Program for Student Athletes, Academic Success Program for Students with LD & ADHD, Learning Center, Office for Student Academic Counseling, Summer Bridge, and Writing Center) provide support for students in developing the skills and strategies needed to achieve academic success. | Undergraduate Education |
| The Junior Transfer Seminar | This seminar is a three credit course modeled on the First-year Seminar program. Junior transfer students from NC Community Colleges are among the most unlikely to persist at UNC-CH. This program's goal is to increase the retention of this at-risk population. | Undergraduate Education |
| The Retention Working Group | A University-wide committee that meets on a monthly basis to share best practices in retention, increase cross-departmental communication and collaborate on initiatives to encourage undergraduate success | |
| Transfer Coaching Group | Weekly academic coaching in group format for Junior transfer students from NC Community Colleges. The group was run by the Academic Success Program for Students with LD/ADHD in 2009 and by the Retention Coordinator in 2010. | Undergraduate Education |
| Transfer Student Insider Guide | Book designed specifically to orient new transfer students. | New Student & Carolina Parent Programs |

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| | | |
|---|---|---|
| Transfer Student Success Conference | Day-long conference held on campus during Fall 2009 semester. Attendees included representatives from over 25 North Carolina Community Colleges, members of the College Transfer Program Association and the statewide Transfer Advisory Committee, as well as UNC-CH faculty and staff and representatives from UNC General Administration. | Undergraduate Education, Admissions, Registrar, Scholarships & Student Aid, New Student & Carolina Parent Programs |
| University-Wide Diversity Education Team | Est. 2006. A team of certified diversity consultants includes more than sixty faculty, staff, and graduate students who develop programs to help assess the diversity climate in schools and departments. | Diversity & Multicultural Affairs |
| Week of Welcome (WOW) | A week-long event with programs for new students. Programs aim to share critical information for a successful academic experience and provide an opportunity for students to make social connections. | New Student & Carolina Parent Programs |
| www.studentsuccess.unc.edu | Est. 2007. A website for students with information, resources, and tools to promote academic eligibility and graduation. | Undergraduate Education |

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**APPENDIX C:        The Carolina Covenant: Persistence and Graduation Rates**

The Covenant pledges that the University will meet 100 percent of a student's financial need (covering all educational costs, not just tuition and fees) with a combination of grants and scholarships and the amount a student can earn by working 10-12 hours per week in a federal work-study job during the academic year.  Considerable national research, available in 2003, informed the design of the program.

This year marks our sixth class of entering Covenant students.  In fall 2009 we enrolled 526 new scholars.  We have 435 entering freshmen, which represents 11 percent of the incoming Freshmen Class, and 91 transfer students.  Their characteristics are extraordinary.  Their average family income is estimated at $26,000 (for a family of four).  Their average high school GPA is 4.31.  Their average SAT (on Verbal/Reading and Math sections) is 1217.  Sixty percent are students of color, and an estimated 55 percent are first generation.  But their entering characteristics are only part of the equation; equally important is how well those Covenant Scholars who entered in earlier years are persisting and graduating.

*Student Success*  It is well known that adequate financial support, though important, is just one part of the access and student success equation.  Low-income students are more likely than others to leave college prior to graduation, but the reasons may be unrelated to finances. These students are often less prepared for college than their more affluent peers, who likely graduated from better-resourced high schools.  They are more likely to be female, Black or Hispanic, and to be the first in their families to go to college.  Some experience anxiety about how to fit in on a large campus.  Many – through previous part-time work or care for siblings – have been integral to a fragile family infrastructure left behind.  Many are negotiating bonds with family and community, away from home for the first time.  Frequently, they come without adequate prior health care or health insurance.

These factors are highly correlated with low family income and tend to compound the risk of non-completion for these students.  Their life stories reveal numerous occurrences of times "when life gets in the way," creating academic distractions, if not interruptions.   Students experiencing these difficulties require sensitive and caring responses and interventions from the entire campus community, as collaborators for student success.  The risk factors common among students from low-income backgrounds are shared by Carolina Covenant scholars as well.  It is the goal of the Office of Scholarships and Student Aid to reduce both financial and non-financial barriers for these students, furthering their academic success and increasing their graduation rates.

In an effort to further student success, the University incorporated a comprehensive array of academic and personal support services to help Scholars successfully integrate into the campus community and achieve their educational goals.  Professor Fred Clark, a long time faculty member at UNC who serves as Academic Coordinator for the Carolina Covenant program, leads these efforts, and is supported by a full time assistant, Mr. Michael Highland, and 35 faculty and staff who serve as Covenant mentors.  Programming and support services help Scholars adapt to campus life and address the financial, social, and cultural barriers they face.

*Mentoring*  Upon entrance, each Scholar is assigned a faculty/staff mentor as well as a student mentor (a Covenant Scholar).  Working with numerous other offices on campus, mentors closely monitor the academic progress and social integration of Covenant Scholars.  Scholars are urged to take advantage of programs offered by the Learning Center, the Writing Center, Chemistry Tutorial, Math Help Center, and Career Services.  Students are regularly encouraged to attend special learning skills workshops, such as note-taking, reading for college, test

preparation, time management, financial literacy, etc. Many elect to participate in classes on business etiquette and dining skills, a popular offering. Also, students who had to enroll in Summer School courses in 2008 and 2009 to restore their Good Academic Standing were required to enter a learning contract as a condition of summer grant aid. The cumulative impact of all of these efforts has yet to be assessed but early indications signal growing success. A comprehensive program is currently being conducted by RIT International.

A formal report was provided to the University's Enrollment Policy Committee in November 2009.

# Characteristics of Covenant Scholars[*]

|  | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|---|---|---|---|---|---|
| Number of New Covenant Scholars | 224 | 350 | 417 | 398 | 410 |
| Average High School GPA | 4.21 | 4.25 | 4.19 | 4.26 | 4.30 |
| Average SAT Scores | 1209 | 1223 | 1198 | 1202 | 1206 |
| State of Origin: North Carolina | 87% | 89% | 84% | 87% | 84% |
| North Carolina Counties Represented | 68 | 74 | 72 | 77 | 74 |
| Gender |  |  |  |  |  |
| Female | 69% | 63% | 61% | 63% | 60% |
| Male | 31% | 37% | 39% | 37% | 40% |
| Students of Color | 63% | 60% | 63% | 61% | 61% |
| First Generation | 55% | 52% | 57% | 53% | 55% |

[*] The income threshold for consideration for the Carolina Covenant was initially established at 150% of federal poverty guidelines. Starting in fall 2005, it was increased to encompass students with parents' adjusted gross income up to 200% of the federal poverty standard.

# Retention

| Group | Enrolled in Year 4 | | |
| --- | --- | --- | --- |
| | 2003 Control Group | 2004 Cohort | Improvement |
| Covenant | 84.3% | 89.6% | 5.3% |
| Other Needy | 87.6% | 88.2% | 0.6% |
| No Need | 90.5% | 91.6% | 1.1% |
| All Students | 89.3% | 90.5% | 1.2% |

❖ By year four, the entering class of 2004 Covenant Scholars had persisted at a considerably higher rate than the Covenant students in the 2003 Control Group.

❖ The 2004 Covenant Scholars closed much of the persistence gap observed between the low income group and others in the 2003 Control Group.

Year 4 percentage adjusted for 3-year graduates.

## Retention Rates By Need Status and Year in School
Improvement in Percentage Retained: 2004 Cohort vs. 2003 Control Group



| | Total | No Need | Other Needy | Covenant |
| --- | --- | --- | --- | --- |
| Year 2 | 0.8% | 0.7% | 1.1% | 0.9% |
| Year 3 | 1.5% | 1.2% | 1.7% | 5.3% |
| Year 4 | 1.2% | 1.1% | 0.6% | 5.3% |

Year 4 percentage adjusted for 3-year graduates.

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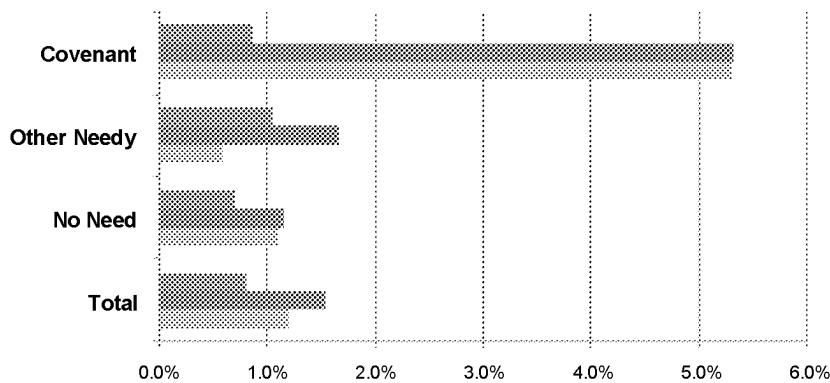
**APPENDIX D:     Division of Student Affairs Retention and Graduation Initiatives Response to 2004 Study**

Fall 2009

Introduction
The Retention Study Group, a subcommittee of the Enrollment Policy Advisory Committee, conducted a study of factors related to retention and graduation. The results of the study were presented in 2004. The findings suggest several major themes that influence retention and graduation, including academic performance, financial resources, engagement, and academic policies and procedures.

The programs and services offered by the Division of Student Affairs have significant influence on retention and graduation. Based on the themes identified by the Retention Study Group, following is an overview of the programs and services offered by the Division of Student Affairs that influence retention and graduation. The examples provided are not inclusive of all efforts; instead, they represent current and new initiatives that could be considered in collaborative efforts with the larger university community. Many of the initiatives transcend the multiple themes identified as factors that influence retention and graduation.

Academic Performance
According to the findings, academic achievement had the largest effect on retention and graduation. Parameters such as students from disadvantaged educational backgrounds and first-year students were identified as having an influence on academic success and retention.

*First-year students and sophomores were considerably more likely than upperclassmen to report that illness had interfered with their academic performance. A large number of appeals referred to a diagnosis of clinical depression and/or attention deficit disorder as a contributing factor to the student's academic difficulties or lack of progress. The percentages were higher among first-year students and sophomores than upperclassmen (p. 26).*

Current Initiatives

| Department | Initiative |
|---|---|
| Housing and Residential Education | • Extensive support network, providing direct and referred counseling on issues ranging from roommate conflict to crises management. There is a choreographed association between HRE, Campus Health Services, Counseling and Wellness Services, the Dean of Students Office, and Academic Advising all in support of student wellness. |
| Counseling and Wellness Services | • University community based outreach programs throughout campus including programs on sexual health and wellness are provided throughout the year which address the leading health risk behaviors of college students.<br>• Providing information, education and alternative activities on health policies and programs including Substance Abuse; Human Sexuality Programs; Fitness and Nutrition; and stress management including massage therapy, exam stress kits and other tips on reducing student stress.<br>• Early intervention and referral services which assist students in finding both the information they need to maintain health and also the assistance to improve health and achieve academic success. Programs include HIV/AIDS testing, substance abuse assessments and early education intervention, and tobacco cessation programs.<br>• Prevention programs and on-line services and information regarding stress and stress reduction. An online virtual health library serves as a resource for information and education.<br>2006-07<br>• Integration of counseling and health education to provide a unified continuum of care form health education to crisis intervention.<br>2007-08<br>• Triage system reduces wait time from days to minutes to improve access to services.<br>• Social Work coordinator manages care for individuals referred into the community for services outside the scope of CWS, especially for individuals of high risk.<br>• The Bounce Back Retention Program was implemented in collaboration with the Office of Undergraduate Education. The program provides a |

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|---|---|
| | voluntary, structured, 15 week curriculum addressing academic related skills and resiliency for students who are on academic probation.<br>• Interactive Theatre Carolina provides instruction on health and wellness using the unique medium of interactive theatre.<br>• Integration of Counseling and Wellness Services to provide a unified continuum of care from health education to crisis intervention.<br>• Peak Academic Success and Satisfaction (P.A.S.S.) is a collaborative program to address issues of stress and academic performance in the UNC student community with the goals of enhancing life and academic performance and improving retention. |
| Campus Health Services | • Immunization (outreach programs about meningitis information and prevention, off-site immunization clinics, travel clinic).<br>• Access to health care provides 30-35% same day appointment availability; extended hours during spring and fall semester; campus health fee allows no charges for provider visits; built in referral system for specialty care and emergency care at UNC-Hospitals; Point to Point transport sick or injured students to CHS and back; efficient service with attention to waiting time, patient satisfaction surveys, on-site pharmacy, lab, x-ray and physical therapy with minimal fees.<br>• Outreach immunization clinics for meningitis and flu.<br>2006-07<br>• Integration of Counseling and Wellness Services to provide a unified continuum of care from health education to crisis intervention.<br>2007-08<br>• Refined a tuberculosis management protocol so that individuals can be managed at their place of residence in conjunction with Orange County Health Department. |
| New Student and Carolina Parent Programs | • Partnering with Campus Health Services to send emails to parent listserv regarding students' general wellness, seasonal tips, and what to expect from their students during stressful times of the year.<br>2007-08<br>• Partner with the Office of Undergraduate Education to send monthly newsletters to first-year and transfer students, making students aware of important academic services, deadlines, and reminders<br>• Partner with the Office of Undergraduate Education to send monthly emails to parents, making family members aware of important academic services, deadlines, and reminders<br>• Chapter of Tau Sigma, a national honor society that recognizes the academic achievements of outstanding transfer students |
| Disability Services | 2006-07<br>• Partnership with Campus Health to assist in meeting needs of students identified as being "at risk" (temporary/situation medical condition) by providing provisional assistance (e.g. note-takers, alternate examination, etc.)<br>• Communication with all University Departments to assist in making all programs (materials and presentation) and facilities accessible to ensure equal access for all students. |
| Campus Recreation | 2008-09<br>• Sport Clubs program provides a dedicated Athletic Trainer and Athletic Training Graduate Student for its sport club athletes. This allows students to focus on their injury rehabilitation, recover faster, and lose less time away from class. |
| Dean of Students | • Work with students to communicate with faculty regarding illness and missed classes<br>• Continued partnership with Housing and Residential Education, Campus Health, Counseling and Wellness Services, and Academic Advising to help identify and refer students who need assistance. |

New Initiatives

| Department | Initiative |
|---|---|
| Campus Health Services | • Coordinated response to emerging infectious diseases with on-campus and community partners |

| | |
|---|---|
| | • Standardize care of individuals receiving stimulant medications for ADHD to improve care and prevent diversion of medications with adverse consequences<br>• Mandatory health insurance planning effort to be implemented as of fall 2010 that will improve access to care<br>• Implementation of electronic health record that will provide students with more convenient access to health care, prevention strategies, and options for managing risk |
| Disability Services | • Expansion of documentation review committee to encompass Learning Center in addition to Academic Success Program for Students with LD/ADHD, Counseling and Wellness Services and Athletic Academic Support Service to provide a broader approach to identify various impacts on learning with referrals for skill development as well as identifying accommodations that address issues of access. |
| Housing and Residential Education | • HRE is reaching out to the Department of Athletics to determine the needs of student athletes who reside on campus. This effort will begin in September when we review the summer camp season and begin to plan for next year. In addition, we hope to expand our communication efforts with specific teams to better respond to specific issues that athletes face during their time on campus. |
| Dean of Students | • Maintains office hours at Academic Advising in the Steele Building and is available for students in Steele for 3 hours a week.<br>• Coordinated working group to establish policies around students missing class related to H1N1 |

*In addition to the feelings of homesickness and distress over being on their own for the first time, many freshman and sophomore students reported having trouble adapting to the size and impersonal feeling of the campus (p. 26).*

Current Initiatives

| Department | Initiative |
|---|---|
| Campus Recreation | • Adventures for First-year Students (WAFFYS) offered throughout the summer to incoming first-year students include multiple day outdoor adventures, from the NC coast to Pisgah National Forest. The small groups promote experiential education, group problem solving, confidence building, and intense bonding.<br>• Rock climbing, sea kayaking, and hiking expeditions are offered almost every weekend to bring students together and allow them to bond with other students through carefully constructed wilderness challenges. Trips are structured to require the participants to assume leadership for their trip and work together to solve problems.<br>• Outdoor Leadership Series is available to all students and offers opportunities for a variety of outdoor skills acquisition, outdoor survival skills, and leadership and development dynamics.<br>• Sport Clubs program offers a wide variety of clubs from highly competitive to social and purely recreational. The clubs provide a healthy outlet for students who share a passion for competing in or learning more about various sport activities. These student organizations provide the primary social network for many students.<br>• Intramural Sports include a wide range of team and individual sports; an opportunity for men and women to play and bond together on gender specific or co-recreational teams.<br>• Many students who work for Campus Recreation (of the over 700) receive valuable social and emotional support from their supervisors and fellow workers. This can be seen in how many students "hang around" even when not officially working. |
| Housing and Residential Education | • Offers a variety of residential learning communities on campus that assist students in connecting to faculty and to their academic interest.<br>• Previous research indicates students in residential learning communities are more connected with the university community and are more satisfied with their academic progress.<br>• Residential Education staff is trained to identify and assist in areas of |

| | depression, stress, crisis management, and community immersion. HRE frequently serves as a referral to CWS counselors when students exhibit signs of distress. Staff also collaborated with other campus offices in areas ranging from study skills, health and wellness, and time management, all geared to assist students in acclimating to their campus environment. |
|---|---|
| | **2007-08** |
| | • "Community immersion" approach to working with residential students in campus housing.  The RA as well as professional staff immerse themselves in every aspect of residential living and learning. |
| | • Place additional emphasis on the first six weeks for incoming new and transfer students. Each residential community was provided an outline of program offerings to implement during this crucial time. |
| | **2008-09** |
| | • Men@Carolina residential learning program focused on leadership and retention issues for men. |
| | • HRE has collaborated with the Office of Undergraduate Education to plan the SYNC (Second Year Navigating Carolina) LLC which will focus on promoting the sophomore year experience and sophomore to junior year persistence. |
| New Student and Carolina Parent Programs | • Variety of programs and services specifically created to help students with first-year transitions including summer orientation, Week of Welcome, New Student Convocation, Carolina Summer Reading, and Summer Send Offs. |
| | • Variety of programs and services to help parents with first-year transitions, including summer parent orientation, summer send-offs, and emails to parents. |
| | **2007-08** |
| | • Serves as a clearing house of information regarding peer mentoring opportunities available to first-year and transfer students. |
| | • T-Links peer mentoring program developed to serve as a primary resource for easing the academic and social transition of new transfer students into the University. This program fosters a strong network of transfer students. T-Links will further strengthen this network through academic and social programming for new transfer students as well as through close and frequent contact with their mentees. |
| Carolina Union: Carolina Leadership Development | • NC Fellows Program.  First-year students are invited to apply for one of approximately two dozen spaces in the NC Fellows Program.  In any given year 150 to 300 applications are received.  Anecdotal data indicates that the experience of meeting peers with similar and divergent interests, faculty and staff members, and community members affirms students' potential for success at the University. |
| | • Leadership Foundations.  This program is marketed to all UNC students and is designed to address the nexus of leadership and management.  It offers a series of workshops and attendance is not based on membership. |
| | • Outreach and Consultations.  CLD works with student organizations and individuals to address issues of personal success and group effectiveness.  This process takes place in a variety of formats, including personal consultations with students, consultations with groups' leadership teams, and workshops designed to meet the needs of specific organizations |
| | **2007-08** |
| | • Emerging Leaders Program replaced by Students Advancing in Leadership (SAIL).  The purpose of the program is to encourage self-awareness regarding leadership and then challenge participants to use the new skills in their campus activities |
| Carolina Union | • The Frank Porter Graham Student Union facility provides programs, services, and facilities that build a sense of community among campus members.  Over 10,000 students pass through the Union each day attending meetings or programs, studying between classes, eating meals, or just meeting friends.  The Union is the living room of the campus. |
| | • The Carolina Union Activities Board offers over 150 programs, activities, and events each year that engage students in debate and discussion, social intercourse, learning, and entertainment.  These programs allow |

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| | • students to meet other students with like and unlike interests and ideas.<br>• Over 600 student organizations are recognized through the official recognition process administered by the Carolina Union. Students meet new friends, engage in discussions and debates around common interests, and practice leadership and service skills that serve them throughout their college careers and after graduation. |
|---|---|
| Campus Y | • Provides a creative outlet for more than 2000 students a year from diverse backgrounds to convert their interests in social justice and volunteerism into action. Volunteer opportunities coordinated through the Campus Y gives first-year students a second home on campus and a chance to get to know a wide range of students outside of the classroom. This is a very welcoming and nurturing environment that breaks the university into a smaller community with a common passion for social justice. Students who engage in a Y committee, special project, or activity have an easier time making a successful transition to college.<br>• With Student Government, Campus Y sponsors the STRETCH (STudents REaching Toward Change) conference, an on-campus leadership conference heavily marketed to first and second year students. SRETCH offers these students a chance to get to know campus leaders, to find activities that are worthwhile, and to see themselves on a path to campus leadership. STRETCH is offered in early November when many first-year students are consciously looking for support. |
| Information Technology | • UNC Mobile initiative extends information about student organizations, campus events, and information to cell phones.<br>• Student organization web site and the slice.unc.edu calendar expose opportunities for students to become involved and engaged with the campus community |
| LGBTQ Center | 2007-08<br>Collaborate with Counseling and Wellness Services to offer drop-in support hours open to all students two days a week. |
| Dean of Students | • Throughout the year, staff meet 1:1 with students dealing with a variety of issues related to adjustment and transition |

New Initiatives

| Department | Initiative |
|---|---|
| Housing and Residential Education | • RELIC (Religion as Explorative Learning Integrated in our Community) is a new residential learning community started in fall 2009 which focuses on religious pluralism.<br>• In Fall 2010, there will be a new residential learning community called SYNC (Second Year Navigating Carolina) that will focus on the sophomore year experience and encouraging sophomore to junior retention. |
| LGBTQ Center | • Collaborate with New Student Programs via CTOP & TSOP resource fairs to make visible opportunities for connecting with other students as well as local resources available to students in the community<br>• Host a Welcome Back Gathering designed to help new students connect and begin developing community<br>• Host monthly social events designed to help students develop friendships and a peer support network<br>• Offers two weekly peer support and discussion groups |

*About 20% of the appeals indicated that students had not been made aware of or had failed to use academic support services that might have helped them (p. 26).*

Current Initiatives

| Department | Initiative |
|---|---|
| University Career Services | • In collaboration with the School of Education, EDUC 131 Career Exploration is an academic, one-hour credit class with two sections offered each semester. |

| | |
|---|---|
| | - Career exploration/decision-making/planning services, including online career interest assessment & individual in-person interpretation.<br>- Career Clinics (career exploration workshops); one-on-one student appointments with career exploration counselor.<br>- Career fairs, panels, and networking nights are all opportunities for students to learn about career options.<br>- Career Development Certificate Program: a non-credit certificate for students who engage in structured career planning and job search preparation.<br>- Internship and employment assistance.<br>2008-09<br>- UCS representative designated to serve on Sophomore Year Navigating Carolina (SYNC) committee.<br>- Special series of programs for C-STEP and transfer students to help them catch up with other students on career planning and job searching. |
| Housing and Residential Education | 2008-09<br>- In partnership with Academic Advising, assisted in the implementation of the changes to the first-year student spring semester registration preparation process, including the change from individual meetings to group meetings with Academic Advisors.<br>- Partner with academic and student affairs colleagues to support the student council for First Generation College Students. |

New Initiatives

| Department | Initiative |
|---|---|
| University Career Services | - Proactive and responsive to changes in BSBA admission deadlines, including online resources and small group activities to help students prepare for the application process.<br>- Developing program focused on career exploration modules for students who are not admitted to the BSBA program. Program content focused on student retention and success |

*When students were asked to recommend actions that Carolina could take to improve retention, the most frequent recommendation was to reduce class size. The second most common suggestion was increasing the availability of staff for advising, personal and academic counseling, and major/career choices (p. 24).*

Current Initiatives

| Department | Initiative |
|---|---|
| Housing and Residential Education | - Classroom space in the residence halls, including fourteen small classrooms in the south campus residence halls and two small classrooms in Cobb residence hall.<br>- Resident Advisors hosts many educational programs ranging from study habits and stress management to issues on diversity, conflict, and community. |
| Campus Y | - Campus Y full-time staff are continually available to students for extra support, advice, and counseling about any issues. Campus Y staff will see hundreds of students for such counseling over an academic year. Staff refers students with significant issues to the various campus resources for assistance with personal issues, career counseling, or academic support. |
| Disability Services | - Communication with all university departments to assist in making all programs (materials and presentation) and facilities accessible. |
| Campus Recreation | - Counseling in the form of fitness assessments and consultation with peer counselors, as well as personal training for students who need extra motivation through 1-on-1 coaching.<br>- All professional staff works closely with their student staff, very often offering career counseling, as well as opportunities to gain advanced training, even certifications, in a variety of specializations. |
| New Student and Carolina Parent Programs | 2007-08<br>- Partnering with Academic Advising to provide more time for academic counseling between academic advisors and students throughout Orientation (CTOPS). |
| University Career Services | 2008-09 |

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| | • Partner with Academic Advising to ensure both departments are well informed of the other's services in order to make helpful referrals.  Offer some joint sessions for groups in specific majors<br>• Offer specific career services and programs for transfer and C-STEP students to ensure this population is aware of available career assistance |
|---|---|
| LGBTQ Center | • Staff available for individual meetings with students by drop-in and by appointment.<br>2007-08<br>• Collaborate with Counseling and Wellness Services to offer drop in support hours open to all students two days each week. |
| Dean of Students | • Staff are continually available to students for the support and guidance they need through whatever issues they are experiencing |

New Initiatives

| Department | Initiative |
|---|---|
| Housing and Residential Education | • Current planning initiative with other academic and student affairs partners to pilot SYNC (Sophomore Year Navigating Carolina), a new learning community for sophomores in fall 2010. |
| LGBTQ Center | • Offer two weekly peer support and discussion groups |
| Carolina Union: Carolina Leadership Development | • Womentorig program replaced by the Women's Leadership Initiative.  This is a collaborative effort involving CLD, the Women's Center, and other university and local agencies to address leadership issues unique to women. |

Financial Resources

According to the findings, the influence of low family income had several implications including working jobs to offset educational expenses and sending money home to family members.  Other factors such as level of education achieved by parents and first generation college students were also identified as having an influence on retention and graduation.

*Students with major concerns about financing college and those who planned to work 20 hours or more per week were significantly less likely to graduate than other students…In addition, students more likely to say that they planned to work more than 20 hours per week if they had actual unmet need.  This provides some support for the concern that some students will choose to work off-campus instead of accepting loans or a work study position that does not pay as much as off-campus work (p. 17).*

Current Initiatives

| Department | Initiative |
|---|---|
| University Career Services | • Job Location Development (JLD) Program funded by the Federal Government helps students find part-time jobs.  It is titled a "Stay-in-School" program, since its intent is specifically to help students earn money in order to help fund their college education.<br>• Internship program assists students both in career direction as well as earning funds to remain enrolled.<br>• UCS Summer Internship Stipend program provides stipends to undergraduate students engaged in unpaid internships in Non-Profits and the Arts<br>2006-07<br>• Carolina Covenant/UCS Four-Year Career Plan for Carolina Covenant students to provide them career planning knowledge and skills. Many of these students are first generation college students without family role models or family members who are able to guide them in planning for their career.<br>2008-09<br>• Added additional internship position with focus on business related internships.<br>• Styled For Success Program provides students receiving financial aid with grants to cover the expenses of their job or internship search, including interview attire, travel, and lodging |
| Campus Recreation | • Intramural Sports program reinforces retention through a progression in positions, from scorekeeper to sports official to supervisor, and some |

| | eventually rise to the level of sport director. |
| | • Campus Recreation is the single largest employer of students on campus, employing over 700 students throughout the year. The entering rate of pay ranges from $8- $15/hour, depending on job, school level, and certifications. |
| | • Numerous workshops to supplement the students' work experience are offered throughout the year, including time management, conflict resolution, leadership, and other life skills. |
| | • 5-7 new students are selected each year to receive a partial scholarship for WAFFYS. |
| | 2006-07 |
| | • Leadership Curriculum helps mentor student staff as they transition from one position within the program to one of greater responsibility. |
| Housing and Residential Education | • Affordable housing costs are a priority when setting rates.<br>• Housing Assignments staff collaborates with the Office of Scholarships and Student Aid when housing cancellations are affected by a student's financial limitations.<br>• Offer multiple opportunities for students to get involved through student leadership and student job opportunities in the residence halls. These opportunities influence and enhance the student experience and campus experience. Over 450 paid positions in the residence halls are available to undergraduates and graduates. HRE has an annual student personnel budget in excess of $1.3M. |
| Information Technology | • Employ students and train them in useful skills, as well as providing work flexibility to allow them to focus on class while earning some income. |
| New Student and Carolina Parent Programs | • Programs for parents have the potential to help increase education and awareness for financial programs and resources, including newsletters, monthly emails, parent handbook, parent's website, family weekend, and parent clubs.<br>• Co-sponsor Carolina Covenant student and parent attendance at CTOPS. |
| Carolina Union | • The Carolina Union employs over 170 students at any one time. Student employees are offered workshops and special training to assist in the development of their skills and in particular their management skills. Student employees are represented in the Union's Student Employee Forum which coordinates social events, workshops, and advocates for employee improvements. |
| Disability Services | 2006-07<br>• Assist on campus departments that employ students with assessment and training about job function barriers and provide assistive technology for student workers to independently meet the demands of the job. |
| New Student and Carolina Parent Programs | • Host an extended Orientation program for C-STEP students who are transferring from area community colleges and may be less financially able to pay for college. |
| Dean of Students | • Maintains the Student Emergency fund for students in need of immediate financial assistance that would disrupt their academic experience<br>• A number of students are employed including the student staff at the SASB information desk. |

New Initiatives

| Department | Initiative |
|---|---|
| Office of the Vice Chancellor for Student Affairs | • Partner with Scholarships and Financial Aid to provide financial literacy information for students. |
| LGBTQ Center | • Maintain an up to date listing of scholarships and funding sources available on the LGBTQ Center web page.<br>• Publicize and promote the availability of the Pine Tree Scholarship (UNC scholarship available to students with demonstrated financial need and who receive no family support.<br>• Employ six (6) work study students per academic year as office and program assistants. |
| University Career Services | • New panel series for students interested in graduate school (business, medical, law school panels). |

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|---|---|
| | • Job shadowing pilot program planned for students in EDU 131 for spring 2010. |
| Dean of Students | • Developing financial literacy competencies for staff. |

Engagement
Facilitating co-curricular interactions and developing meaningful connections with faculty were identified as factors that influence retention and persistence.

*For whatever reasons, students who transfer had been less engaged in the academic and social life of the campus than those who graduated. They had more terms of part-time enrollment and fewer had participated in fraternities or sororities in comparison to those who graduated (p. 22).*

Current Initiatives

| Department | Initiative |
|---|---|
| Counseling and Wellness Services | • Provide avenues for social engagement through the support of student advocacy groups, including Students Helping Achieve Positive Esteem (SHAPE; a student group involved with issues of eating disorders and body image); Cancer Focus; World AIDS Week Coalition; Safe Sex Squad; and White Ribbon Campaign (men involved in reducing sexual violence toward women). |
| New Student and Carolina Parent Programs | • Monthly emails to all new students (March-December). Emails have information about transition programs and services and continue throughout the fall semester to help students engage with the campus community.<br>• Tar Heel Transfers provide welcome bags to incoming transfer students living on campus and various social activities during the Week of Welcome.<br>2006-07<br>• Tar Heel Transfer programming throughout fall semester.<br>• Host a number of events throughout Family Weekend in which both students and parents engage in the academic and social life of the university. |
| Fraternity and Sorority Life | • Awards for academic and community excellence.<br>• Alcohol and substance abuse training.<br>• Sexual awareness training, helping students adjust to pressures of college. |
| Dean of Students | • Crisis management to help students through temporary crises, including referrals to appropriate assistance.<br>• Alcohol and substance abuse training and recovery evaluation.<br>• Mentoring for students on disciplinary probation.<br>• Unofficial "ombuds" activities to assist students having problems with finances, landlords, and academic disputes.<br>2006-07<br>• Offer activities later in the evening as a way to provide alternative late night activity on-campus for students.<br>• Work with minority student organizations to give incentives to provide on campus socialization activities. |
| LGBTQ Center | • Safe zone training promotes a safe and effective learning environment for all students.<br>• Maintain a resource library for students struggling with these issues.<br>• Provide social and programmatic opportunities for ensuring connections to peer groups and educational resources.<br>• Staff available for individual meetings with students by drop in and by appointment.<br>• Collaborate with Counseling and Wellness Services to offer drop in support hours open to all students two days each week. |
| Disability Services | • Accommodations for students with disabilities to ensure equal access to programs, services, and facilities.<br>• Compliance review in collaboration with Facility Services for access issues on campus. |
| Campus Recreation | • Leadership Dynamics Workshop and Gender Forum is a series of workshops designed to assist all Campus Recreation staff feel more empowered and connected to the program, the University, and each other. |

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| | • Leadership Committees and Staff Training (Fitness Instructor Training and Fitness Orientation Training) empower student employees to reach their full potential.<br>• Monthly Leadership Development Newsletter, written for intramural sport supervisors and officials, addresses topics such as time management, assertiveness, leadership and conflict resolution.<br>• A four tiered officials' incentive program reinforces and rewards commitment and retention in the program.<br>• All clubs are required to have a faculty/staff advisor, some of whom establish a particularly strong relationship with their club's student leadership.<br>• Campus recreation cuts across all groups on campus. On any given day hundreds of students can be found playing, working out, and swimming with numerous faculty and staff from all departments.  In addition to free play opportunities, intramural sports and sport club rules encourage faculty/staff participation with students.<br>• Kids ROCK! Offers employees and students with children an opportunity to participate in a variety of sport activities. The program brings together many faculty/staff and student leaders and athletes who provide instruction and encouragement.<br>• Engage students in many programs throughout the year including Employee Appreciation Day, Employee Health and Fitness Fair, Jingle Bell Jog, Spring Fling, and more. These programs provide many meaningful and informal interactions, and build relationships outside the classroom. |
| Carolina Union | • Fallfest, a 9:00 P.M. to 2:00 A.M. street fair, is offered prior to the start of classes each year.  The program introduces new and returning students to the many ways of getting involved in student life on the campus.<br>• Over 600 student organizations are provided with advice and counsel as well as services such as technical support for programs and activities.<br>• The Carolina Union supports the promotion of student organizations and activities by providing outlets for advertising and promotion.  Up to 17 student organizations use The Pit each school day to promote activities, recruit new members, and to inform the student body of current issues.<br>2007-08<br>• Pilot study to allow students groups and organizations access to reserve and use general purpose classrooms resulted in the ability to accommodate more requests for meeting space<br>2008-09<br>• As a result of the ability to reserve and use general purpose classrooms for meeting space, over 1,000 additional reservations were documented specifically for these spaces in comparison to the previous year |
| Information Technology | • Student organization websites and slice.unc.edu enhance the visibility of student organization activities, thus giving students a better idea of opportunities for involvement on-campus.  In addition, student organizations create communities based on their sites where they share information and discuss ideas, leading to a greater feeling of inclusiveness and belonging to campus.<br>• UNC Mobile extends the sense of connectedness for students by providing information and resources to mobile devices |
| Housing and Residential Education | • Studies show that on average students do academically better by living on campus compared to their counterparts that live off campus.  .<br>• RA staff actively engages residents in academic and social activities and events throughout the campus, including faculty led programs in each residential community.<br>• Housing options for transfers and international students to better accommodate their residential experience, including programmatic activities geared to integrating residents in community life.<br>• Ongoing facility renovation program, aimed at enhancing the student's on-campus living experience, has been in effect for 20 years. Basic amenities, such as air conditioning, lighting, and access controls, coupled with the expansion of study and meeting space, plus outdoor space, continues to improve this experience |

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| | 2006-07<br>• Offer new apartment-style housing to retain juniors and seniors on-campus and enhance mentoring opportunities for first and second year students |
| Campus Y | • Campus Y mails a brochure to all incoming students including transfer students and recruits actively during the early weeks of the fall and spring semester. Transfer students are matched with activities that they enjoyed at their prior colleges.<br>• Committees are available to all students throughout the year which assists students in making a connection when they are ready. Continued marketing during the year provides transfer and first-year students with the information they need to find a compatible Y committee or project.<br>2006-07<br>• Campus Y leads the efforts division-wide under the Difficult Dialogues Initiative of the Ford Foundation. This work provides opportunities to connect with faculty outside the classroom on topics of importance to the campus such as the role of religious pluralism, issues of faith in the classroom and teaching of controversial subjects. Faculty response to the discussions with students offered under the Difficult Dialogues Initiative has been very positive |

New Initiatives

| Department | Initiative |
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| Housing and Residential Education | • Residential Education staff including Resident Advisors and Community Directors in Granville report directly to HRE, strengthening the connection with residential learning and the campus community. |
| University Career Services | • Revised Career Peer program to more actively engage students in career exploration and development. Ambassadors provide workshops and conduct outreach; Advisory Board provides leadership opportunities for members |

*Over three-quarters of the respondents indicated they had found it difficult to overcome issues related to the size of Carolina. Similar sentiments were expressed about the availability of advisors or other administrators to help them work through problems that arose (p. 23).*

Current Initiatives

| Department | Initiative |
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| Housing and Residential Education | • Community Directors enhance leadership involvement and increase connections with residents through advising Community Government<br>• Community Immersion model geared toward increasing the likelihood of student retention and success by designing smaller residential learning communities within campus housing<br>2007-08<br>• Partnership with Retention Coordinator from the Office of Undergraduate Education to implement and assess ongoing initiatives<br>• Staff works with students in campus housing who earn academic probation to ensure that their residential experience will provide the best environment to "bounce back" to academic good standing. |
| Campus Y | • Campus Y professional staff spend a great deal of time with first-year and transfer students sorting through their interests and connect them with the larger university, local, and global community. |
| New Student and Carolina Parent Programs | 2007-08<br>• Increase the number of Orientation leaders hired, in an effort to decrease the size of student groups at Orientation. |
| University Career Services | • Coordinate Diversity Career Fair. Special information in UCS resource room and on website to address the career needs of minority students<br>2006-07<br>• Conduct an annual workshop regarding Career Services to minority Academic Advisors in the Office of Student Academic Counseling, whose primary goal is retention by aiding effective transition of minority students |
| LGBTQ Center | • Collaborate with multiple student organizations and university departments to provide educational programs and events designed to increase inclusion of all students |

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| | 2007-08 |
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| | • Collaborate with Counseling and Wellness Services to offer drop in support hours open to all students two days a week. |

New Initiatives
*Graduation rates for underrepresented minorities were lower than those of White and Asian students (p. 16).*

Current Initiatives

| Department | Initiative |
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| University Career Services | • Coordinate Diversity Career Fair. Special information in UCS Resource room and on website to address the career needs of this population |
| Housing and Residential Education | • Support matriculation and retention by working with the Summer Bridge, MED, and Project Uplift programs in providing an on-campus experience for participants. This begins to build a 'bridge' between students and their transition to campus. Connections are made in the summer to assist in this transition.<br>• Housing staff are involved as presenters at all minority student recruitment programs.<br>2006-07<br>• Modify closing procedures in spring to accommodate students participating in Maymester programs. |
| Campus Recreation | • Minority students participating in and working for Campus Recreation make up a significantly higher percentage than the general student population, particularly in intramural sports and free play opportunities. |
| LGBTQ Center | • Collaborate with the Office of Diversity and Multicultural Affairs to provide or assist with programs designed to increase retention of students from underrepresented communities<br>• Collaborate with student organizations whose membership is comprised largely of students from underrepresented communities to provide social and educational programs<br>• One of three founding and collaborative partners in Carolina United, a program designed to increase understanding and build community among groups from many racial/ethnic, sexual orientation, gender identity, political, religious/spiritual, and national backgrounds |

Academic Policies and Procedures
There were a number of academic policies and procedures that should be reviewed to determine how they can support academic progress toward graduation.

*An academic warning is issued to students who are not making acceptable academic progress. While this notification carries no penalty, currently there are insufficient human resources to assertively address and follow-up with these students to encourage them to take advantage of services that might support their academic success (p. 30).*

Current Initiatives

| Department | Initiative |
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| Campus Health Services | • Work with the academic Deans on issues of course drops, exam excuses, and course under loads. All of these services allow students who are qualified to receive an exception to the general rule of academic requirements. |
| Counseling and Wellness Services | • Work with the academic Deans on providing psychological evaluations for academically related problems in the areas of course drops, exam excuses, and course under loads. All of these services allow students who are qualified to receive an exception to the general rule of academic requirements. |
| Housing and Residential Education | 2007-08<br>• Assist the Office of Undergraduate Education in publicizing and informing first-year students about academic probation. |

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**APPENDIX E:**   **Executive Summary to GA December 2009**
**Increasing Retention and Graduation Rates at UNC-CH**


Bruce Carney, Interim Ex.VC & Provost

Successful retention and graduation begins with the admissions process. Select only the strongest students and those most likely to succeed. SAT scores and grade point averages are important variables, but success is determined by many other factors including measures of willingness to work hard and of good matches between students' interests and campus strengths. Our Admissions staff has worked hard to develop objective and subjective metrics and studies demonstrate their effectiveness.

Need-based aid is critical to the success of an increasing number of our undergraduate and graduate students. We have been able to provide support for many exceptionally talented students but we are concerned greatly about the effects that diminished State support and the loss of tuition receipts will have on retention and graduation rates in the future.

While financial aid is <u>necessary</u> for many of our students to succeed, it is not always <u>sufficient</u> to enable success, especially for the 20% of our students who are the first in their families to attend college. We have established programs to provide help to such students, in particular mentoring by both faculty and upper-division peers. Campus health and required insurance also play important roles, and we will continue to assess the effectiveness of the programs that we have instituted, especially as part of the Carolina Covenant Scholars program.

Transfer students have historically had lower graduation rates than students admitted in the first-year. A privately-funded pilot program, C-STEP, has demonstrated success at relatively modest cost.

Another critical factor for graduation rates is academic difficulties and its identification, remediation, and consequences. Small class sizes prove to be critical for the academic success of many of our students. Some classes, such as introductory chemistry and mathematics, prove especially difficult regardless, and supplemental instruction has been effective. Both class sizes and supplemental instruction are limited by declining budget resources.

One major problem we are now addressing is an "early warning" system for student who are in academic trouble. Specifically, we have instituted a formal probationary period for students whose grade point averages drop below 2.0. We offer them means to emerge from probation, but do not permit students to linger without demonstrated commitment to success.

We are keen to see the graduation rate rise for 4th year students. The initiation of probationary policies is a step forward. We have also established an 8-semester limit for enrollment. Students must defend requests to enroll for a 9th semester, and such requests are not granted automatically.

Overall, UNC-CH has set high standards for retention and graduation rates, and we have achieved our goals for 2013 already. The four-year graduation rate, using GA statistics, is already at 75, and the 6-year rate is 87%. The retention rate has hovered between 96 and 97%, among the highest in nation among public universities. Nonetheless, within the constraints of our funding, we will strive to achieve higher levels.

**Appendix F:** **Full list of Variables, Derived Variables and Composite Variables Used in the Modeling and Their Simple-Order Relationships**